

**President's Report  
to the  
Regents of the University of Minnesota  
Nils Hasselmo  
January 12, 1990**

Mr. Chairman, Ladies and Gentlemen of the Board, before I present my regular monthly report, it is my great pleasure to announce formally an extraordinary gift to the University of Minnesota and to the people of Minnesota. It's an especially great pleasure to also introduce the generous donor, Mr. Frederick R. Weisman, who has come in from California to be with us today.

Mr. Weisman is founder and head of Frederick Weisman Company, one of the largest businesses in Maryland, and I'm pleased to note that there he serves our friends at the University of Maryland as a member of the advisory board of their Graduate School of Business and Management. Prior to the development of his diversified company, he was with Hunt Foods, Inc. for fifteen years, where he became president at age 31.

As you may know, Frederick Weisman's University of Minnesota career was interrupted by the depression. Some might say "ended," since he did not return to take up formal study; I say "interrupted," because he has very certainly rejoined the University community as an active and important participant in the educational process.

With Mr. Weisman today is Ms. Billie Milam, Vice President of the Frederick R. Weisman Art Foundation, which owns the Frederick R. Weisman Collection, and which provides the funds and works of art that are involved in this gift.

Mr. Henry T. Hopkins is the Director of the Frederick R. Weisman Collection. He is responsible for the Collection's national and international touring exhibition program, which is widely regarded as the most extensive of any privately gathered, American owned collection of international contemporary art.

Mr. Billy Weisman is a Minneapolis entrepreneur who met Frederick Weisman to discuss whether they might be related. They're not, but they became close friends -- all to the benefit of the University of Minnesota. Billy Weisman is also a consummate "arranger" and tireless volunteer, and everyone involved in this project has assured me that he is the individual who has held this project together from the first discussions onward.

Joining our guests at the table are Ms. Lyndel King, Director of the University Art Museum and exhibitor of the biggest smile in Minnesota, and Mr. Robert Hanle, Director of Development, who makes sure this all happens correctly.

And last only so I can pay the special tribute he deserves, is Vice President Emeritus William G. Shepherd -- Gerry, a distinguished scholar and academic administrator who has turned retirement into the most remarkable fund-raising accomplishments. You'll recall that Gerry chaired the faculty-staff portion of the Minnesota Campaign, raising over \$11 million dollars when \$3 million was the goal. Then he turned his attention to the efforts of the Art Museum Colleagues to solicit the other gifts and the matching funds commitment. We all owe Gerry a great debt, and as a personal friend, I can only hope and trust that his seeing this dream realized today is reward enough.

Now let me introduce the University Art Museum.

Between recent news coverage and last summer's feature story in the alumni magazine, you already know much about Mr. Weisman, his art collection, and his \$3 million gift for the construction of the University Art Museum -- among the largest individual gifts in the history of the University. But there are important details that are worth repeating, and there are aspects of this gift and this project that are extremely important to the future of art education at the University of Minnesota and around the state.

In July of 1988, this Board approved the commitment of \$4 million in matching funds for the University Art Museum, challenging the Art Museum Colleagues to raise a like amount from other sources. With Mr. Weisman's gift and \$1 million from other sources, that matching challenge has been met, and the University Art Museum will be a reality by June 30, 1993.

The new University Art Museum will meet needs that are older than any of us would care to admit. The University's art collection has long suffered under just about the worst physical circumstances that could be imposed on a museum. And yet, due to the combination of commitment and sheer ingenuity, the University Art Museum managed to be an important program for research, teaching, and outreach:

- hosting a distinguished series of memorable exhibitions,
- extending the University art collection to over 150,000 Minnesotans each year through traveling exhibitions,
- providing educational services to over fifty different University programs and departments, and
- offering over 2,000 works of art for rental to students, faculty, and staff.

The new University Art Museum will be able to expand all of these traditions, unfettered by all the physical obstacles it has had to endure. Indeed, it was the Museum's ability to perform under hardships that led Frederick Weisman to see what its potential could be in modern facilities.

They will be modern. With Frank Gehry as the architect, drawing upon his extensive experience designing art facilities around the world, we can be assured of facilities that will be state-of-the-art. We can be assured that the new building will, itself, be an important work of art.

There is a great deal more than matching funds involved in this story. There is a match of commitment to teaching and outreach. That commitment on Mr. Weisman's part has long been exemplified by the unusually extensive traveling exhibition program that I mentioned earlier. It's a great match with our land-grant mission as a University, as well as the stated mission of the University Art Museum since it was first formed.

There's also a match of capability, the proven track records of both the Frederick R. Weisman Foundation and the University Art Museum in taking fine art to the people, not just in the major museums, but in the smaller communities.

It is self-evident that Frederick Weisman exemplifies life-long learning. His success in the business world speaks for itself; his authority in the world of art is both self-taught and internationally recognized. Most important, I think, is that he is still learning and committed to the idea of providing learning opportunities for others.

And in that commitment, there is even more good news. The Frederick R. Weisman Art Foundation will also make available, by loan or outright transfer, at least \$1 million worth of art works from the Weisman collection for exhibition in our museum. Quite aside from the monetary gift that makes the museum building possible, the sharing of art works from Mr. Weisman's extensive, internationally respected collection will be of inestimable value to Minnesota's artists, students, and art lovers. Speaking for the University, I can assure that we are happy to take the responsibilities for sharing these works with our communities.

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Mr. Chairman, Ladies and Gentlemen, this month's President's Report is representative of the agenda that has been before us in 1989 and one that I expect to be before us during 1990.

It deals with our continuing efforts to provide effective and accountable management, in this case through new or revised policies concerning severance pay, transitional leaves, and legal settlements.

It deals with several important personnel searches that are underway.

It deals with the refinement and implementation of our academic priorities, in this case the improvement of undergraduate education.

It deals with the University's responsibilities as a member of the local community, in this case our recognition of Dr. Martin Luther King Jr. Day.

And it deals with our responsibilities as a member of a state, national, and international education community, in this case our new opportunities for cooperation with institutions in Manitoba and building upon our long-standing work in Indonesia through MUCIA.

### **• Transitional Leaves and Severance Policies •**

The new policies for administrative transitional leaves and severance of academic professional and administrative employees are important steps in improving management and accountability. They provide both clear statements of policy and clear procedures for exercising the review and approval authority of central administration and the Board of Regents. In doing so, they address directly the problems we have experienced these last several months -- problems that obviously illustrate the long-term difficulties that can occur when inadequate policies foster improvised solutions.

As I mentioned in my letter of November 28, 1989, the proposed policies were shared widely in the University community. The consultation produced no major modifications, but more importantly, it served to sensitize University administrators, faculty, and staff to the issues and to the importance of addressing them carefully.

We are especially grateful to Judge Douglas K. Amdahl, Ms. Gladys Brooks, Regent Emeritus Neil C. Sherburne, and Mr. Roger L. Hale for their service as an independent citizens' task force to review the issues and the policies and provide suggested improvements. They worked long hours, and they all attended every meeting. Given the well-earned respect that all four of these public servants enjoy, I was gratified to find that they endorsed our proposed policies. They suggested changes that further clarified the policies, and we were happy to make those changes. The end product proves once again that good people provide good advice.

Certainly one of the personnel matters that has been in the news lately concerns Professor Eldred Smith, a faculty member and the former University Librarian. As you all know, the University is currently involved in a dispute with Professor Smith over the terms of his contract with the University and our mutual obligations under that contract.



While I do not want to discuss the various arguments made by each side, I do want to keep the Board informed of the status of this matter. Senior Vice President Kuhi is the University administrator to whom Professor Smith reports, and he is dealing with the matter as quickly as possible in accordance with the University's Tenure Code. As has been reported in the press, hearings are currently scheduled, as required by the Tenure Code, and Senior Vice President Kuhi has made a motion to the faculty panel to place Professor Smith's paycheck in an escrow account, pending the outcome of those proceedings.

I will continue to keep you informed on this matter, and I want to assure you that it is being dealt with in a responsible manner that safeguards the rights of both sides in the dispute.

### **•Status of Searches •**

#### Senior Vice President, Finance and Operations

As I promised last February when I announced my recommendation of Gus Donhowe for a temporary appointment, I have initiated a search process for a permanent appointment. The search committee, chaired by Professor Warren Ibele, has been appointed. The deadline for applications is January 20, 1990, and I have asked the committee to forward its recommendation to me no later than February 1, so that I can recommend a permanent appointment before March 1.

#### Vice President, Agriculture, Forestry, and Home Economics

Interviews with the three finalists began on December 20 and will be concluded in early February. I hope to have a recommendation to the Board by the March meeting.

#### Vice Provost, Arts, Sciences, and Engineering

Interviews with those three finalists began on December 20 and concluded earlier this week. I hope to have my recommendation to you by the February meeting.

#### General Counsel

The search committee expects to have finalists chosen in February.

#### Vice President, Health Sciences

The search committee expects to have finalists chosen in February.

#### Vice President, Student Affairs

The search committee expects to have finalists chosen in February.

Chancellor, University of Minnesota, Morris

I attended the search committee's first meeting in Morris on January 2, and I've asked for a slate of finalists by the end of April.

Compliance Officer, Twin Cities Campus Athletics

The search committee has just been appointed and will be chaired by Professor Jack C. Merwin.

**• Improving Undergraduate Education •**

This morning's discussion of my "Initiative for Excellence in Undergraduate Education" marks what I regard personally as a fundamental turning point in our attention to making the University better. It's not a turn in direction; it's turning our attention to a genuine priority.

Despite more than ten years of academic planning documents and a wide array of other communication attempts, improving undergraduate education remains the least widely understood aspect of University of Minnesota plans and actions.

That may well be because it's one of the most complex aspects of institutional change in any college or university . It may be because of popular cynicism that undergraduate education in virtually any large research university is destined to play second fiddle to research activities and graduate and professional education. And it may be because we have not directed enough communication attention -- on campus and off -- to the specific questions of undergraduate education.

For extremely important reasons, University of Minnesota discussions of undergraduate education almost invariably take pains to talk about undergraduate education in our unique context:

- a nationally and internationally respected land-grant university where undergraduate education interacts with graduate and professional education, with basic and applied research, and with extension services and continuing education,
- one of the largest and most comprehensive research universities, public or private,
- Minnesota's flagship institution, cooperating with three other public systems and a variety of private institutions,

- a five campus system, with two-year colleges at Crookston and Waseca, a four-year liberal arts college at Morris, a comprehensive campus at Duluth, and one of the largest campuses in the country, located in the middle of the Minneapolis/St. Paul metropolitan area, and
- a university with extension offices in every county, a wide variety of research installations around the state, and research projects and cooperative ties with universities and organizations all over the world.

It is this very complicated mix of missions, characteristics, and programs that sets University of Minnesota undergraduate education apart -- that must be cited in any explanation of the special undergraduate experience that the University can and should offer.

Our mission statement and most of our key planning documents have tried to describe the whole mix of interrelated activities. That is appropriate. It's why we are what we are, why we can do what we do.

However, to better define and communicate our undergraduate education programs and plans, we need a clear statement -- organized specifically around undergraduate education -- that explains where we are, where we're going, what differences it's going to make, and how we'll know that we are making those differences.

Our students, their families, the public, state government, and Minnesota's educational systems must be able to understand our undergraduate programs and our commitment to make them better. Internally, throughout our University community, there must also be a clear understanding that this university has both the ability and the commitment to achieve and maintain a higher standard of excellence in undergraduate education.

Almost a year ago, I promised that "accountability is rule number one in my administration." I regard the delivery of genuine improvements in undergraduate education to be as vital as any other accomplishments we can seek in the 1990s. I am accountable -- and I will hold the University community accountable -- for delivering those improvements.

I will be looking forward to continuing the discussion of the important issues identified in the draft presented this morning. The draft statement is included as an appendix to this report.

• **Higher Education Advisory Council Report on MSPAN** •

Also as an appendix to my report, I'd like to call your attention to the Higher Education Advisory Council's report on MSPAN. This has just been completed and was submitted to the Minnesota Higher Education Coordinating Board on Wednesday.

This report was a very important opportunity for each of the systems to review and comment upon the MPSAN study -- and an especially important opportunity to develop and express a joint, intersystem response. All of us on HEAC regard this as an important document, and we urge all the governing board members to give it priority attention.

The MSPAN - II discussions are well underway, looking ahead to a report deadline next December. MSPAN - II is providing a fine opportunity to examine the development of all our campuses in Greater Minnesota, and all are participating actively.

MSPAN - II will have very important implications for the development of the University of Minnesota, Duluth, as the second major comprehensive University campus, for the University of Minnesota, Morris, as an outstanding public liberal arts campus, and for the University of Minnesota, Crookston, and the University of Minnesota, Waseca, as two-year campuses fully utilizing the strengths of their unique connections to our land-grant institution.

• **Dr. Martin Luther King Jr. Day** •

Next Monday, January 15, is the holiday honoring the birthday of Dr. Martin Luther King, Jr., but I want to call your attention to the Ninth Annual Dr. Martin Luther King, Jr. Memorial Concert on Sunday, January 14, at 3:30 p.m. in Northrop Memorial Auditorium.

This year's concert is presented by the University of Minnesota and the Penumbra Theatre Company, the only African-American theatre company in the Midwest. It will be the premiere performance of the play, "The Rondo Strykers and the Wishing Pond Story," commissioned for this concert. It was written by Marion Isaac McClinton and directed by Louis Bellamy, and the music was composed by the late Reginald Buckner.

If I might add a personal comment, this whole series of annual concerts can also be regarded as an on-going tribute to Professor Buckner. Presenting these concerts at the University was his idea from the start. Year after year, he did the lion's share of all the work -- planning, fund-raising, performing in many of them.

I think Dr. Buckner's rationale for the concerts is worth repeating:

"Today black music is best known for entertainment and religious purposes throughout the United States and the entire world. At the same time, it is my opinion that black music is almost totally neglected and overlooked for its educational, therapeutic, and political strengths. History documents how important black music was in the survival of black people in American slavery. If this has any validity, America has much to gain from this phenomenal history. As Dr. King questioned the logic of "education people," I think this society must look beyond technology and support the arts, the humanities, and religion in their role at making this a better world. We can no longer think of music, especially black music and the other arts, as trivia. I, therefore, urge black musicians/scholars, the black community, and the total American society to "weigh the evidence and discern the truth;" and if there is potential, we should all move in these positive directions. It is out of the spirit of Dr. Martin Luther King, Jr., and my firm belief that music can do more than make us feel good that this annual concert is presented."

The University is continuing these concerts in the same spirit. Certainly we do have good feelings about continuing something Reginald started, but, like Dr. Martin Luther King, Jr., Dr. Reginald Buckner has left us a broader legacy and a bigger challenge.

#### • Winnipeg Meeting •

On January 3, I was part of a Minnesota delegation taking part in a meeting in Winnipeg to discuss the Minnesota-Manitoba Agreement on Educational Cooperation. That agreement between Governor Rudy Perpich and Manitoba Premier Gary Filmon was signed September 19, 1989, and I distributed copies to the Board at our October meeting.

Also attending the meeting were:

#### From Minnesota

David Powers, Exec. Director  
Mn. Higher Education Coordinating Bd.

Helen Henrie, Interim State Director  
Vocational Technical Education

Tom Nelson, Commission  
Department of Education

Robert Carothers, Chancellor  
State University System

#### From Manitoba

John D. Carlyle, Dep. Minister  
Dept. of Education & Training

Nancy Sullivan, Ass't. Deputy  
Minister Education & Training

Dr. L. Letourneau, Exec. Dir.  
University Grants

Dr. M. Hanen, President  
University of Winnipeg

Gerald Christenson, Chancellor  
Community College System

David B. Laird, Jr., President  
Private College Council

Helmut Schweiger, Planning Director  
Mn. Higher Education Coordinating Bd.

Mr. R. Newman, President  
Red River Community College

Mr. A. S. Lussler, President  
Keewatin Community College

Mr. R. G. A. Mackie, President  
Assiniboine Community Coll.

Dr. J. Mallea, President  
University of Brandon

Monsieur Paul Ruest, Recteur  
College de Saint-Boniface

Mr. W. Riches, President  
Man. Assoc. of Career Colleges

Dr Arthur Naimark, President  
University of Manitoba

It's difficult to summarize briefly a full day's meeting with sixteen discussion topics, so I'll generalize that a rather broad array of cooperative programs are now being actively explored. At the State/Province level, these include tuition reciprocity, sharing library resources through the MINITEX system, and annual conferences. The first of these will be this February, a symposium on the subject, "Distance Education," held in conjunction with the meeting of the Minnesota Governing Boards.

Many of the topics were potential institution-to-institution cooperative programs, and I have invited President Naimark and his colleagues to visit the University to explore collaboration. As these possibilities develop, I will be reporting to the Board in much more detail. The general agreement has opened up many promising areas that should complement and extend our efforts toward internationalization.

### • Indonesia and Thailand •

Tomorrow Regent Casey and I leave for Indonesia and Thailand. The trip is sponsored (and financed) by MUCIA, the Midwest Universities Consortium for International Activities, Inc., and we will be accompanied by Dr. Robert Kvavik, Assistant Vice President for International Education and our representative on the MUCIA Board of Directors.

As you may remember from the materials I distributed at the Regents' meeting in October, MUCIA also includes the universities of Illinois, Indiana, Iowa, Michigan State, Minnesota, Ohio State, Purdue,

and Wisconsin. We've been a member since 1969. MUCIA currently manages over \$200 million annually in international development projects. Its twenty-five year track record in over fifty countries has been an impressive demonstration of the power of collaborative activities among the member universities.

In the interest of time, I won't trace the entire itinerary today. We're meeting with Indonesian, Thai, and U. S. government officials, with people working in MUCIA-sponsored projects, with administrators and faculty of Indonesian and Thai universities, and with considerable numbers of University of Minnesota alumni.

Among our purposes is preparing for the renegotiation of contracts for current work, discussing new opportunities for cooperative projects, and generally reinforcing the already impressive spirit of cooperation between those countries and the University of Minnesota.

After our return, we will be eager to report in detail on the tangible results, and I'm confident that we will have much to report.

#### **Appendices:**

**Draft, "Initiative for Excellence in Undergraduate Education"**

**"A Progress Report on Undergraduate and Practitioner-Oriented Graduate Programs in the Twin Cities Region"**

**President's Report  
to the  
Regents of the University of Minnesota  
Nils Hasselmo  
February 9, 1990**

Mr. Chairman, Ladies and Gentlemen of the Board, my report this month will sound like a travelogue. The trip to Indonesia and Thailand was followed by two trips to Washington for important conferences, and I feel there is much to share.

But first, let me highlight an important celebration. February is **Africana History Month**, and there is an enormously rich variety of lectures, panel discussions, films, concerts, arts and crafts exhibitions, theatre performances, and other gatherings on campus throughout the month. We had the pleasure of taking part in one last evening, an opening reception for the University Art Museum exhibition, "A Stronger Soul Within a Finer Frame," portraying the African American in the Harlem Renaissance. That reception was also an opportunity to honor the Archie Givens Sr. Collection of African-American Literature and a special opportunity to hear a reading by Pulitzer Prize winning playwright August Wilson. Taken together, all of these events in February constitute a powerful illustration of the University's role as a cultural resource for all members of our society.

In this month's meetings of the Committee of the Whole, there have already been President's reports on our Initiative for Excellence in Undergraduate Education, Tuition Policy, and Intercollegiate Athletics. I will only add a few comments here.

**1. Initiative for Excellence in Undergraduate Education**

This morning's presentation on **Admissions** by Senior Vice President and Provost Leonard Kuhi, Associate Dean Elaine May, and Associate Dean Russell Hobbie was a new installment in the "Initiative" draft published last month. Like further installments coming out in the next few months, this presentation takes up topics identified for further discussion in the first paper, in this case:

*Who should our students be and why?  
How do we attract students and make it possible for  
them to attend and graduate?*



Without repeating the entire presentation, I think this paper's enunciation of the **principles of admissions** is very helpful:

**Informed student choice**

**Informed choice by the University**

**Attracting a student body that is inclusive of men and women from all racial and ethnic backgrounds**

**Accepting the responsibility to support admitted students to graduation**

**Recognizing education as a life-long continuum**

**Admissions decisions as collective decisions by students, families, high school counselors, and university admissions**

**Admissions as a process that can contribute to the sense of community.**

These principles mean important University responsibilities that must be met as we implement the Initiative:

**Providing information that is concise and relevant**

**Administering an admissions process that, for both the student and the University, is cost efficient, responsive, and simple**

**Selecting students who are prepared and able to perform successfully at the University, but with sensitivity to their backgrounds and socio-economic circumstances.**

(The new pages on "Admissions" for the "Initiative for Excellence in Undergraduate Education" are appended.)

## **2. Tuition Policy**

The Report of the Tuition Study Group sets some important directions for further action. The recommendations form an integrated whole: that uniform undergraduate tuition hinges on the ability to provide access to courses in low and high cost programs; that we are committed not to accept socio-economic (or social, ethnic, or geographical) barriers to access.

These factors must be considered as we implement each step in our tuition strategy over the next several years.

## **3. Intercollegiate Athletics**

The *Ad Hoc* Committee to Review the Current Status of Intercollegiate Athletics has been appointed with the following membership and charge:

Co-Chairs: Professor Jack Merwin  
 Regent Alan Page  
 Other Regents: Regent Wendell Anderson  
 Regent Peggy Craig  
 Faculty: Regents Professor Ellen Berscheid  
 Professor Michael Steffes  
 Students: (To be named)

Resource Persons: Mr. Rick Bay  
 Ms. Chris Voelz  
 Professor Jo-Ida Hansen  
 Dean Robert Stein

Staff: Mr. Ken Janzen

### **CHARGE**

1. Review the steps that have been taken to strengthen the mission, policy, and management of intercollegiate athletics on the Twin Cities campus of the University of Minnesota, and the progress made toward implementing such steps, and
2. Identify issues of overriding importance for future implementation to ensure that the University of Minnesota has appropriate intercollegiate athletic programs.

We are looking forward to staking out a course for athletics at the University of Minnesota -- in collaboration with the Athletic Directors, the Faculty Representatives, the Assembly Committee on Intercollegiate Athletics, and the Board of Regents -- a course that will be in the best interests of our students.

### **• Vice Provost for Arts, Sciences, and Engineering •**

I am very pleased to recommend this month the appointment of Dr. Anne Hopkins as the Twin Cities Campus Vice Provost for Arts, Sciences, and Engineering. This new position is a key leadership role in implementing the Academic Priorities plan, especially in carrying out the Initiative for Excellence in Undergraduate Education.

Dr. Hopkins will be the chief academic and administrative officer for a cluster of colleges that includes the College of Biological Sciences, the College of Liberal Arts, the General College, and the Institute of Technology. She will share administrative responsibility for the College of Architecture and Landscape Architecture, and she will also serve as Dean of University College. She also joins the department of Political Science as a

tenured professor, and she will join the President's Cabinet and the Provost's Council. I look forward to her full and active participation in University leadership.

**• Indonesia and Thailand •**

I wish I could capture in a few sentences the beauty of Thailand and Indonesia. The intensity of the traffic in Bangkok and Jakarta. The quiet and incredible splendor of the temples and palaces in central Bangkok. The mystery of the thousand-year old Borobodur Temple in the countryside outside Yogyakarta in Indonesia. The incredible patchwork of rice fields that you see from the air as you fly across Java. The water buffalo lumbering through the mud. The modern office buildings lined up against the sky in Bangkok and Jakarta. Thai and Indonesian students leaning over laboratory benches or going to class, or just sipping a soft drink in the cafeteria. Thai and Indonesian alumni with gold and maroon ties and little Gophers on their lapels. Minnesota faculty members coming out of offices in universities on the other side of the globe. Tropical rains. The sunrise over the Chao Phraya River in Bangkok. Fried duck. Sweet pineapple. I wish I could capture some of the sights, sounds, and fragrances of these fascinating countries.

Instead, let me try to capture some of the content of our visit. Our trip was sponsored by the Midwest Universities Consortium on International Activities (MUCIA), a group that has as its members eight of the Big Ten universities (Michigan and Northwestern are apparently considering membership at this time as well). MUCIA has a number of projects in countries around the world, including a \$61 million subcontract in Indonesia. University of Minnesota faculty members participate actively in those projects. As for Thailand, discussions aimed at cooperative projects between MUCIA and Thai institutions were initiated during this trip.

One of the indications that the Big Ten universities, and especially the land-grant universities, have a role to play in Thailand and Indonesia is the fact that the universities in those countries define their mission in terms that are very similar to ours. Their equivalent of teaching, research, and public service is, in the case of Indonesia, something called "tridharma." The approximate translation is "three missions," roughly equivalent to our "teaching, research, and public service."

Our efforts as an institution, and as part of MUCIA, do address all three aspects of "tridharma," but with emphasis on applied research and public service in the form of institution building. Many of the research projects are directed at natural resource management, and the management of the environment. Among the specific projects in Indonesia in which MUCIA has been, or is, involved are the following:

- The World Bank XVII-Second University Development Project (1987 to 1991) to enhance the research capabilities of Indonesian universities
- The Indonesian Overseas Training Office (OTO) Support Project (1989 to 1992) to provide overseas graduate and non-degree training opportunities to employees of Indonesian state ministries, universities, and voluntary organizations
- The OTO General Participation Training Project (1984 to 1989) to develop pre-departure orientation, education, and English as a Second Language programs for Indonesian nationals selected for study abroad.
- The University of North Sumatra Development Project (1984 to 1989) to provide technical consultation from a variety of University of Minnesota faculty and staff
- The World Bank IX Education Project (1983 to 1987) that provided technical assistance to four Indonesian universities.

In Thailand some future efforts may involve cooperation between us and Thai universities in helping rebuild higher education in other Southeast Asian countries. It seems quite clear that some of the Thai universities are ready for cooperative ventures where they enter into an equal partnership with our universities. Some developments in Thailand itself also look promising, for example, the development of a tourism/hospitality program at Chiang Mai University in Northern Thailand. This is an institution with which the University of Minnesota, Duluth, and St. Olaf College already have cooperative arrangements.

Khon Kaen University in the northeast region of Thailand has been approached by the government of Laos, requesting assistance in developing programs to strengthen the higher education curriculum in that newly opening country, particularly in agriculture and related fields. Thailand's proximity to Laos and the similarity of the Thai dialect in that region to Laotian make this project viable. MUCIA and the University would provide a useful backup for the Thai institutions as they develop their service and institutional development roles.

In Indonesia, the major MUCIA project at this time is that of assisting the government and five leading universities in Indonesia in setting up research institutes. The purpose of this project, which is funded by a \$250 million loan from the World Bank to the Indonesian government, is to build a strong applied research capability in fields such as biotechnology, food science, certain aspects of engineering, and economics.

Since providing the necessary infrastructure for such developments is a pre-condition for success, MUCIA is also exploring ways in which it

can assist the Indonesians in developing their management systems. I should mention that an issue that is quite familiar to us, that of mission differentiation, is very much on the minds of leaders in Indonesian education. For historical reasons, most of the Indonesian universities are located on the island of Java. Other islands in this enormous nation, spanning more than 5,000 miles from east to west and with a population in excess of 180 million, lay claim to developments in higher education that are in direct competition with the building of the five major universities into modern research institutions. Maybe working with the Indonesians, we can help resolve our own issues of mission differentiation!

One of the lasting impressions I brought back from my trip was the importance of the individual faculty member in these ventures, the individual American faculty member working with the individual Thai or Indonesian faculty member. Clearly, successful development work and future cooperation must build on such relationships between specialists in certain academic disciplines and professional fields. Our faculty members who participate in these ventures are to be commended for the fine contributions they are making to the development of higher education on a global scale, and to the maintenance of a network of contacts that is extremely important to our nation.

It also struck me that there are many untapped opportunities for our students, through study abroad and internships, to experience what Regent Casey, Dr. Kvavik, and I experienced in exposure to the problems and opportunities in the developing countries. I have encouraged Dr. Kvavik -- he needs very little, incidentally -- to explore these possibilities in his role as our Assistant Vice President for International Education. His membership on the MUCIA Board of Directors will be a strong asset in that pursuit.

Finally, let me say that we have large numbers of enthusiastic alumni in Thailand and Indonesia. We met with several dozens of them, in Bangkok and Jakarta, and were delighted by their warm feelings for the University of Minnesota. We were also delighted to see the success that they have had in their own countries as university and government officials. We will seek ways to maintain these important contacts.

#### **• NASULGC Conference on Supercomputing •**

On January 26, I attended a NASULGC presidents' conference on the importance of supercomputers and computational science in modern research, and presented "An Overview of the University of Minnesota Supercomputing Program."

It was one of the occasions where excellent staff work made it possible for me to address a subject about which I knew nothing, or at least very little, until the night before. I was briefed by John Sell, the Director of

the Minnesota Supercomputer Center, Inc., on the basis of fine materials prepared by Rama Murthy, Associate Vice President for Academic Affairs. Fortunately, they were both very knowledgeable and excellent pedagogues.

I can say at the outset that this was another of those instances where representing the University of Minnesota was a source of pride. It was gratifying to hear so many participants express interest in our program. Minnesota's supercomputing structure is unique. The Minnesota Supercomputer Center, Inc., is the owner/operator of the facility, while the Minnesota Supercomputer Institute serves as the University's academic program using the facility.

According to well informed sources, computational science can be said to have joined theoretical science and observational/experimental science as a new, third branch of science. The significance of this development was an underlying theme of this conference.

The general messages from the conference came down to these:

- Supercomputing facilities have already become enormously important to academic science, and their importance will only increase.
- The range of theoretical and applied research and teaching applications of supercomputers has grown very dramatically and will continue to do so.
- Cooperative use -- within the University, among universities, and among universities, government, and industry -- is critical to the optimum use and further development of supercomputers.

Getting into more specifics, I'll have to admit that my abilities at technical explanations -- without prompting -- stop somewhere short of explaining megawords of memory and nanosecond clocks. However, a concise overview of our program is available, so I have appended it to this month's report for your information.

#### • NSF Conference on Women, Minorities, and the Disabled in Science •

To address the national problem of increasing the presence of women, minorities, and the disabled in science and engineering, the National Science Foundation has established a continuing series of meetings of the presidents of the top twenty NSF-funded universities. The third of these was held on January 31, and I must say that I was encouraged by the way in which this effort is being conducted.

"The establishment" in American science and engineering must get its act together, and it must undertake a true action program, both because

it is right to do so and because it is in our fundamental institutional and national interest to expand the science and engineering talent pool. It's ethically and socially responsible, and it's obviously a major way to meet the talent needs that are already very serious problems for schools at every level -- and destined to get worse. The NSF and the top 20 universities are not the only members of "the establishment," but they are most certainly the place to start to get the job done, and they have made a good start that I find exciting.

At the group's second meeting last February, four subgroups were appointed to review and make recommendations on four critical areas:

**Precollege Preparation**  
**Retention of Women and Minorities at the Undergraduate and**  
**Graduate Levels**  
**Research Initiation and Career Advancement**  
**Institutional Development and Alliances.**

Dr. Dolores Cross is a member of the Subgroup on Research Initiation and Advancement.

One general modification that has been made in this whole effort is the inclusion of disabled persons. Like women and minorities, the disabled have been under-represented in science and engineering, and the action steps being developed will now incorporate the disabled as a third target group.

In the discussions of findings and recommendations, I was struck by the close correlation between the national context and the University of Minnesota context. In identifying the problems, assessing the successes and failures of past effort, and setting the future agenda, the national context and our own context are essentially the same. We have tried many of the same strategies as others; our success is mixed, like theirs. What must happen nationally must happen here.

I found it encouraging that our current efforts and future plans in this area are substantially consistent with the developing national agenda. And I found it especially encouraging that these efforts, here and nationally, are also consistent with the University of Minnesota's general plans for improvement. The obvious challenge is to make sure we can produce the results.

To carry out our own responsibilities within this national effort, I believe we should specify a University of Minnesota action agenda along the lines stated in my presentation to the Board earlier today. I have appended this statement.

As I hope this report makes clear, our agenda is rich and varied, it is important, and it must be pursued with vigor.

**• Appendices •**

1. Initiative for Excellence in Undergraduate Education: Admissions
2. An Overview of the University of Minnesota Supercomputing Program
3. University of Minnesota Action Agenda on Women, Minorities, and the Disabled in Science and Engineering



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## INITIATIVE FOR EXCELLENCE IN UNDERGRADUATE EDUCATION: ADMISSIONS

Leonard V. Kuhi, Senior Vice President for Academic Affairs and Provost  
University of Minnesota

Today I continue our deliberation of the Initiative for Excellence in Undergraduate Education by focusing on President Hasselmo's first two questions for future discussion: *1. Who should our students be and why?* And, *2. How do we attract students and make it possible for them to attend and graduate?* A common denominator in both of these questions is how the University handles admissions, so I have organized my comments around this theme. Other issues embedded in the second question, such as financial aid and time-to-completion, will be discussed next month.

Before I proceed, let me reiterate some of the assumptions underpinning the Initiative and this discussion. What is presented here is a draft. The principles outlined herein are intended to serve as a framework for a discussion to be engaged by the Board and, subsequently, by other appropriate University and community groups that are interested in improving the quality of our undergraduate education. Some ideas and emphases are new. For the most part, we build on previous planning and current initiatives to improve all aspects of the admissions process. Your ideas and recommendations, along with those that we receive from other interested parties, will be incorporated into a final and comprehensive version of the Initiative.

The Initiative for Excellence in Undergraduate Education provides fundamental guidelines for admissions. A first guideline calls our attention to the individual student. "The type of student we seek aspires to the kind of undergraduate education we provide, has the motivation, skills, and values required to complete it, and is prepared to be challenged to become an active learner." A second

guideline focuses on the undergraduate class and its composition. "We must assure broad participation in our undergraduate programs by students from every part of the state, region, and nation; by international students and students of color; non-traditional students; and by students with special talents". Essentially, we must honor our land-grant tradition. I begin my discussion concentrating on the individual student.

For the student, admissions boils down to two personal decisions: to which colleges shall I apply and which school's offer of admission will I accept? That is how I view admissions. First and foremost, we must formulate our discussion of admissions in terms of the primary customer -- the student. This means that the University must direct its energies to helping the student answer two fundamental questions: How do I know that I should apply to the University of Minnesota, and how do I know that by accepting admission to the University, I have made an informed and excellent decision. **The first principle of admissions is informed student choice.**

The choice of a college is a major life decision for every student. It is incumbent upon us to assure that a student's decision on where to apply and where to accept are informed decisions. It is also necessary that we recognize the importance of the decision in all of our communications with our future students and their families. A son or daughter going to college is a major event for most families. We need to convey the excitement and sense of importance of this decision in our dealings with them. Admission to college, from its inception in filling out a request for an application form to its conclusion with a letter of acceptance, should be more exciting than applying for a social security card.

**A second principle of admissions is informed choice by the University,** inviting those students to join this community who will adopt and strengthen the values that the community professes. The University aspires to be a community of scholars in the service of society; it aspires to take full

advantage of the diverse culture, of ethnic background and nationality, that its location and recognized strengths permit; it aspires to help prepare its students for rewarding careers. Its offers of admission should go to applicants whom it judges will best meet those aspirations.

The University has formally accepted the challenge to substantially increase the number of students of color at its campuses. Our admissions objectives and practices must assure our establishing a class that is diverse, where students can participate in a learning environment that is free from racism, sexism, and other forms of prejudice and intolerance. **A third principle of admissions is to attract a student body that is inclusive of men and women from all racial and ethnic backgrounds** and that contributes to their assuming active roles in a multiracial, multinational, and multicultural world. A corollary is to attract women, minorities, and the disabled into areas such as the sciences and engineering, where they are seriously under-represented.

**A fourth principle of admissions is that the University accept the responsibility to support the student it admits to graduation.** Ideally, admitting a student to the University of Minnesota should be synonymous with graduating from the University of Minnesota. Practically, this cannot happen for reasons that are often personal and not under the control of either the University or the individual student. However, failure to graduate should not be attributable to a flawed admissions process and standards, or to the University's inability to provide needed academic support at various stages of a student's academic career. By admitting a student, the University is obligated to inspire, ensure, and share with its students the confidence that he or she has the ability to graduate.

I have used the term "access to graduation" on a number of occasions and I want to stress this objective within the framework of this discussion. In our planning and in our actions, "access to graduation" cannot be considered separately from "access to the University".

Preparation requirements are one mechanism that we use to inform both student and university about skills that are needed to succeed at the University. Properly applied, they instill confidence for both the student and the University that he or she can and will graduate. But they are not the only admissions criteria available to us and we must use them in conjunction with other measures of student promise and performance. We must be sure that we have provided every prospective student an opportunity to present himself or herself to the University with documentation that ensures a fair and reasonable review of the student's potential and promise.

**A fifth principle of admissions recognizes education as a continuum.** We often use the phrase life-long learning. Here we are concerned that the transition from high school or another college to the University be smooth and developmental. With the active cooperation of secondary schools and other systems of higher education, we must construct curricula and measures of performance that are compatible and mutually reinforcing, so that transfer from one level of education to another or from another system of higher education to the university is logical and beneficial to the educational goals and aspirations of our students. We must ensure that there are appropriate means to assist older students to reenter the educational process.

**A sixth principle of admissions states that admissions decisions** (where to apply and where to accept) **should be a collective decision where appropriate** -- students, parents, high school counselor, faculty, and *alumni*. For the University, this means that we must ensure an active and effective partnership of counselors, parents, alumni, faculty, and students early in the decision-making process. The partnership is instrumental in assisting the student in making an informed choice about a college. It also helps to personalize the process and is sensitive to the needs and aspirations of the student.

**A seventh principle of admissions is that the process contributes to the sense of community.**

This can be done by involving the entire University community in the admissions process as suggested in principle number four. It can also be done by placing a measured and appropriate emphasis on the concept of membership in a graduating class.

With these principles and objectives in mind, the University's responsibilities in the area of admissions include:

a. Providing information that is concise and relevant. From our written materials and personal contacts with students, a prospective student must know what it means to attend the University of Minnesota. Practically this means a familiarity with the substance and modes of instruction, simple and easily understood degree and graduation requirements, clarification of student responsibilities, course offerings and degree programs, as well as opportunities to participate in extra-curricular activities.

b. We must administer an admissions process that, for both the student and the University, is cost efficient, responsive, and simple, e.g., readily understood and complied with. The Common Entry Point is an excellent example of our improving this aspect of our admissions.

An efficient admissions process is a thorough but prompt process. This means that our students are regularly informed about their status in a timely manner. Above all, we must be sure that the student can make a comparative assessment of schools to which they have been admitted and take advantage of the best offer available to him or her -- whether or not this is the University of Minnesota.

Admissions cannot be mechanistic and totally insensitive to other measures of student performance and experience. While sensitive to the needs of the individual student, it must also account for the composition of the class and societal priorities such as access for nontraditional

students and students of color. The class must be diverse and international as elaborated upon in the Initiative for Excellence in Undergraduate Education. I believe that a student will receive a better education as a member of a class that mirrors societal diversity and supports the aspirations and beliefs of all members of our society.

c. We must take seriously our responsibility to select students who are prepared and able to perform successfully at the University. We are as responsible as any party in the decision-making process. We cannot waiver on preparation requirements and demonstrated performance in high school or the General College. Failure to do so is reflected in poor retention rates, student dissatisfaction with their education, and un-timely completion.

I am encouraged that an increasing and very large percentage of our high school graduates already meet the new preparation requirements. This suggests to me that our partnership with the high schools is working. Also, I believe that our improving retention rates are in part attributable to early compliance with the 1991 requirements.

The mission statement for undergraduate education in the Initiative identifies the undergraduate as a central member of our "community of scholars". In selecting students for our community, we operate on the principle that a University is no better than the students it attracts. Undergraduate students are important to us, and the quality and care given to our admissions process reflects our priority for undergraduate students and their role in our community. In the coming months, and with the leadership of the new Vice Provost for Arts, Sciences, and Engineering, we will continue our review of every aspect of the admissions process in order to assure that the principles and recommendations herein are adhered to and are firmly in place.

February 9, 1990

An Overview  
of the  
University of Minnesota  
Supercomputing Program

# Reasons for Having a Strong Supercomputing Program

- Supercomputing is necessary to support advanced research.

Essential for continuing development of computational science programs. Computational science is being claimed as the greatest breakthrough in scientific method since Newton invented theoretical science and Galileo set down the techniques of observational and experimental science. Computation is the third branch of science.

- More computing power is required.

Research demand is outstripping current availability and capacity. There are approximately 750 researchers (faculty and students), representing over 50 individual departments and programs statewide, (at the University and other Minnesota educational institutions) participating in the Minnesota Supercomputer Institute research program (over 200 principal investigators). Supercomputing demand is growing faster than resources can be provided, even with technological innovation.

- Important to economic development of native Minnesota supercomputing industry.

Pioneer use of latest generation of supercomputers. Develop features which increase usability and marketability of these systems. Provide training of the next generation of scientists and engineers.

- Maintain University leadership in supercomputing.

Supercomputing adds to the stature and prestige of the University and is increasingly a requirement in the competition for faculty and grants.



# Supercomputer Applications

- Simulation and modeling of physical events.
- Supercomputer simulation is used for applications which:
  - Are too complex to be modeled in the laboratory.
  - Occur so slowly or quickly in the real world that they can not be observed accurately.
  - Have a high opportunity cost. Need to meet deadlines for success.
  - Have a high cost of failure. Need to improve accuracy of prediction.
  - Require high capital expenditures. Need to prove a design before committing.
  - Have a high safety or environmental risk.
  - Are inaccessible to the usual experimental instrumentation.
- Not all supercomputers are the same.
  - Different architectures each have strengths and weaknesses.
  - Mathematical algorithms are needed to represent and model the physical phenomena.
  - Matching of specific algorithms to different types of architectures.
  - No single architecture will best solve all problems.
- Importance of new generation of supercomputers.
  - Improve the cost/performance of simulation.
  - Opens up new areas of application previously considered unfeasible.

# Minnesota Supercomputer Institute

## Mission/Activities

- An interdisciplinary research program, spanning all colleges of the University of Minnesota.
- Supports supercomputer research using the supercomputers and other resources of the Minnesota Supercomputer Center, Inc.
- Supports the usage of these resources by researchers at the University of Minnesota and other accredited post-secondary educational institutions in the state.
- Maintains staff and support resources to facilitate this research program.
- Helps support visitors for the purpose of collaborative research with University faculty.
- Sponsors supercomputing symposia, workshops and educational services.
- Provides a focal point for collaborative research applying supercomputing technology within the University and the State.

# Minnesota Supercomputer Institute

## Research Activity

- Over 602 publications (journal articles, book excerpts, technical reports, etc.) produced since 1984 inception.
- Representative University physical sciences/biology work:
  - Calculation of thermodynamic stability and reactivity of new materials and molecular clusters by quantum mechanics.
  - Calculation of the rates of chemical reactions.
  - Molecular modeling of proteins, DNA, drugs.
  - Calculation of the masses of elementary particles by lattice gauge theory.
  - Computational astrophysics.
  - Modeling the galaxy in the infrared.
  - Modeling of motions in the interior of the earth.
  - Statistical mechanics of ions in liquid metals.
- Representative University computer science work:
  - Artificial neural network visual pattern recognition system.
  - Parallel algorithms.
- Representative University engineering work:
  - Fluid flows (in aerospace, oil recovery, lubrication, ventilation of livestock buildings, etc.).
  - Heat transfer.
  - Soil freezing (Underground Space Center).
  - Coatings.
  - Porous media.
  - Polymers.
  - Electronic materials processing.
  - Electronic devices.
  - Expert systems, robot manipulation.

# Minnesota Supercomputer Institute

## Research Activity

- Other representative University work:
  - Cancer research (joint project with Abbott Northwestern Hospital).
  - Computational geometry.
  - Acid rain modeling.
  - Cost of business cycles.
  - Modeling economic growth.
  - Macroeconomic time series.
  - Dynamics of forested/aquatic ecosystems.
- Representative work at other institutions:
  - Mathematical modeling of electroencephalogram (Mayo Clinic Department of Neurology).
  - Collisions of atomic nuclei (Gustavus Adolphus College).
  - Weather modeling (Mankato State University, jointly with the University of Minnesota).

# Minnesota Supercomputer Institute

## Visitor Programs/Symposia/Seminars

- Visiting Research Scholars.
  - Postdoctoral study in supercomputing.
  - Sabbatical visitors.
  - Visits by distinguished workers for collaborative research in supercomputing.
- Symposia on supercomputing research.
  - Supercomputing in chemistry and chemical engineering (spring 1987).
  - Supercomputing in biology (fall 1987).
  - Large-scale optimization (spring 1988).
  - Iterative methods - interdisciplinary among physical scientists, engineers, applied mathematicians, and computer scientists (fall 1988).
- Weekly seminar series.
  - Interdisciplinary audience.
  - Promotes the interchange of ideas in the field of supercomputer research.
  - Speakers from other institutions (fall and spring); visiting scholars (winter).

# Minnesota Supercomputer Institute Collateral Programs

- Geometry Project.
- Experimental Research in Computer Algorithms Project.
- Institute for Mathematics and its Applications.
- Institute for Empirical Macroeconomics.
- Center for Interfacial Engineering.
- Army High Performance Computing Research Center.

# Minnesota Supercomputer Center, Inc.

- Vehicle: To create the infrastructure necessary for leading-edge supercomputing by diversifying the University's burden for providing the financial, technical and working environment ingredients essential for success.
- Mission: To provide the University of Minnesota with continuing broad access to the most advanced large-scale computing facility in the world.
- Focus: The largest scale, most advanced supercomputer technology.  
Objective is to create uniquely capable environment for solving otherwise computationally intractable problems.
- Functions: Acquisitions, operations, marketing, building operation, user support, software and data communications development and related services.
- Product: The delivery of remote supercomputing services.

# Minnesota Supercomputer Center, Inc.

## Structure

- Private corporation owned by the University of Minnesota (10%) and the University of Minnesota Foundation (90%). Founded in 1982 as a business entity to engage in the acquisition and utilization of assets for the direct or indirect benefit of the Regents of the University of Minnesota.
- Structure requested by the Board of Regents. Necessary to carry out the business of supercomputing.
- Corporate structure chosen as the proper environment to:
  - minimize University risk and diversify sources of support.
  - insulate the University from unrelated business income.
  - isolate the University from liability.
  - provide an entrepreneurial environment to help attract key staff.
  - work with proprietary data.
  - invest in future technologies.
  - provide flexibility to react quickly in a dynamic environment.
  - facilitate technology transfer among academic, government, and industrial sectors.
  - compete fairly in the private sector.
  - facilitate negotiations with vendors.
  - provide industrial marketing environment.
  - employ favorable, tax-leveraged financing.
  - flexibility to engage in joint ventures with private firms.
  - distinguish service-provision focus (MSC) from research focus (MSI).



# Minnesota Supercomputer Center, Inc.

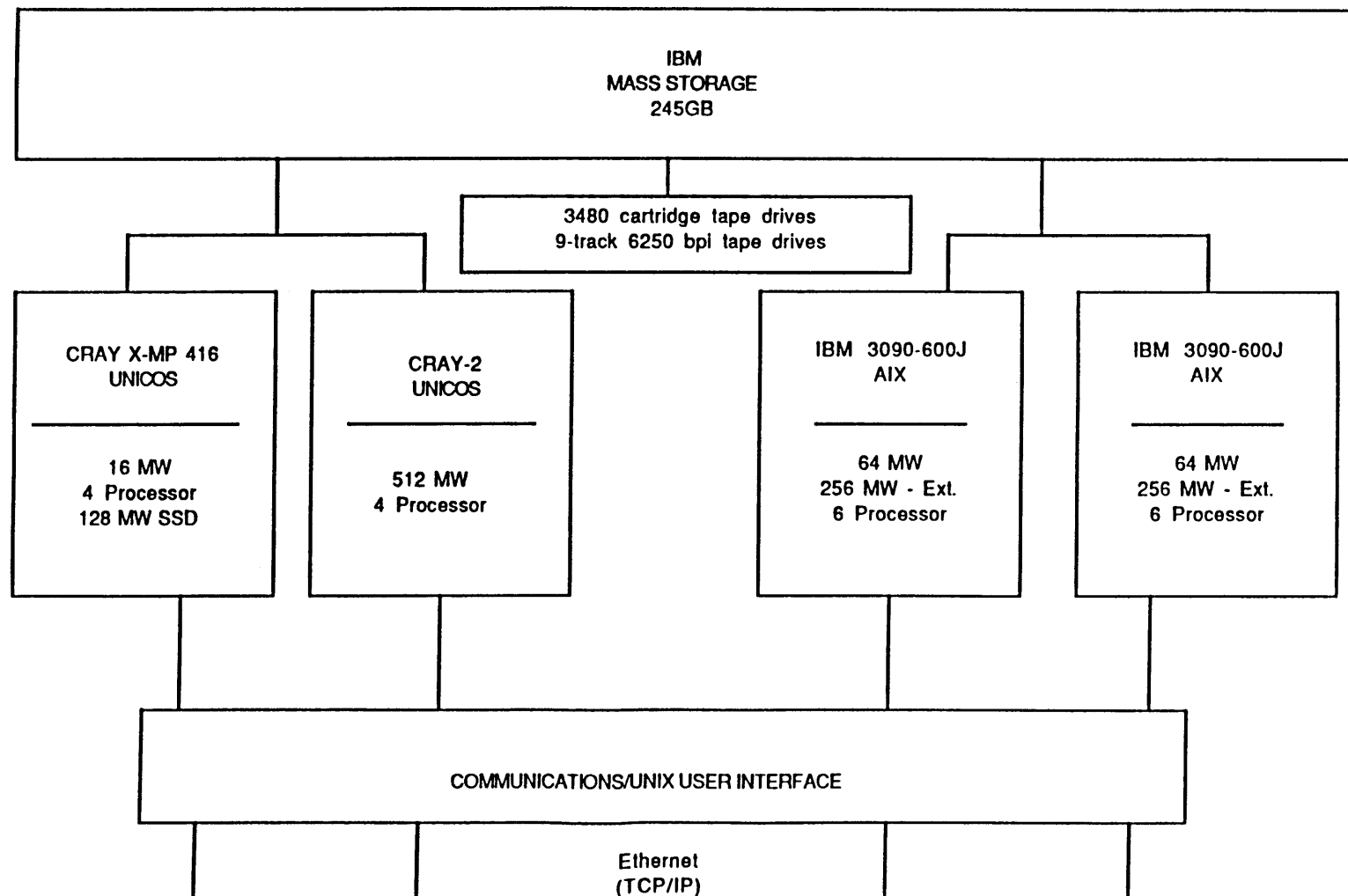
## Structure

- Legally separate from the University.
- Independent operationally from the University (80 employees currently).
- Independent tax and financial reporting entity.
- Independent Board of Directors, chosen by the shareholders.
- Provides computer access and related services to the University and receives capital and service payments from the University.
- Company is financially solvent and subject to annual review and audit by national accredited CPA firm.

# Minnesota Supercomputer Center, Inc.

## Equipment Configuration

- MSC currently operates 4 supercomputers



# University of Minnesota Supercomputing Program

- Supercomputing pioneer:
  - First academic program to acquire a Class VI supercomputer (CRAY-1 - 1981).
  - First academic program to incorporate industrial support (REI - 1982).
  - First state-funded supercomputer research program (Supercomputer Institute - 1984).
  - First federally-funded academic supercomputing center (NSF - Phase 1 award-1984).
  - First academic program to have widespread access to multiple supercomputer architectures (CYBER 205 - 1985).
  - First academic program to have widespread access to a Class VII supercomputer (CRAY-2 -1985, with 4.1 nanosecond clock).
  - First academic program to have supercomputer access to standardized production operating system technology (UNICOS<sup>R</sup> - 1985).
  - First directly accessible supercomputer mass storage system based on UNIX<sup>R</sup> file system (XFS - 1986).
  - First CRAY-2 with 512 Megawords of main memory - 1988.

**University of Minnesota Action Agenda**  
**on**  
**Women, Minorities, and the Disabled in Science and Engineering**

**Context**

- A national shortage of scientists and engineers, especially in the role of faculty members, and severe under-representation of women, most minorities, and the disabled in those categories.
- A national effort to deal with this problem, spearheaded by the "Task Force on Women, Minorities, and the Handicapped in Science and Technology", appointed under Public Law 99-383. (The law uses the term "handicapped;" the NSF program uses the term "disabled.")
- An effort by the National Science Foundation to rally the support of this country's 20 top NSF-funded universities in this undertaking.
- An urgent need to undertake a special effort in this area at the University of Minnesota as part of our overall effort to recruit, retain, graduate, and employ women, minorities, and the disabled.

**Goal**

**To significantly increase the number of women, minorities, and disabled persons that graduate with degrees in science and engineering, especially with graduate degrees and especially with the intent to pursue faculty careers.**

**Means**

- Bring together concerned parties within the University of Minnesota
  - (a) to take stock of current efforts,
  - (b) to make sure current efforts are properly coordinated, and
  - (c) to define such new efforts as may be needed and to identify the institutional support that may be needed for those efforts.
- Bring together at the University of Minnesota concerned parties from the University, from other institutions of higher education, from the public schools, from state government, and from the private sector to develop an appropriate statewide action agenda.
- Establish, as necessary, working task forces that can focus on key aspects of the problem and the solutions:
  - (a) **Pre-college science education** (course preparation and effective encouragements to pursue college education in science and engineering)

- (b) **Undergraduate science and engineering education** (recruitment, retention, graduation of undergraduates; preparation and encouragement to pursue graduate education in science and engineering)
  - (c) **Graduate science and engineering education** (early recruitment, retention, graduation of graduate students; preparation and encouragement to pursue faculty careers in science and engineering)
  - (d) **Careers in science and engineering** (recruitment into and retention in faculty careers; research initiation; career development)
- Support, enhance, or initiate the educational, governmental, and public-private alliances that can effectively bring Minnesota's full range of resources to bear on achieving these objectives.
  - Insist upon accountability, measuring progress toward the goals and making use of experience in the improvement of programs.

This kind of action agenda can be integrated into the University of Minnesota's institutional plans. In some respects it already is, but both the social obligation and the very practical imperative of an expanded talent pool require special attention and special commitment that I believe we are prepared to undertake.

**President's Report  
to the  
Regents of the University of Minnesota  
Nils Hasselmo  
March 9, 1990**

Mr. Chairman, Ladies and Gentlemen of the Board, there has been no shortage of controversy since last month's meeting, but before I address those issues today, it's my pleasure to introduce Dr. Anne Hopkins, our new Vice Provost for Arts, Sciences, and Engineering for the Twin Cities campus.

Dr. Hopkins will be joining us in May as the chief academic and administrative officer for the College of Biological Sciences, the College of Liberal Arts, the General College, and the Institute of Technology. She will also share administrative responsibilities for the new College of Architecture and Landscape Architecture, and she'll serve as Dean of University College. She'll be a member of the President's Cabinet and the Provost's Council, and she'll serve both groups as a major voice for the Initiative for Excellence in Undergraduate Education.

It's also my pleasure to draw your attention to the appointment of Ms. Sue Markham, recommended to you as Assistant Vice President for Physical Plant. Ms. Markham is currently Director of Property Management for Hennepin County, and, pending your approval, she will start April 9.

I'd like to thank the search committee, chaired by Assistant Provost Neil Bakkenist, for the fine list of finalists they developed from the 121 applicants in this search. I'm very pleased with the results, and I'm looking forward to the leadership Sue Markham will provide in what is most obviously a key management position.

**• Academic Freedom and Responsibility •**

All members of the Board have seen my February 25 statement on "Academic Freedom and Responsibility: A Challenge to the University Community," but I've also appended that statement. To state the obvious, that was a difficult statement to produce, first because it was needed on a university campus at all, and second because academic freedom and responsibility is an inherently delicate balance to describe and maintain.

It is basic to the history of free speech that it is largely taken for granted. Absent controversy, it's an "apple pie" issue, easy to agree on in the abstract. Free speech captures more serious attention through controversy, after tempers have flared and views are polarized, as we have seen recently.

Recent events have also made it perfectly clear that academic freedom and responsibility have to do with more than specific, controversial speakers. In recent weeks, our own community has been distressed by racial verbal assaults on students and racial hate mail placed in mailboxes in the Computer Science department. We've also had heated and intemperate arguments on academic and student support programs, curriculum changes, and several employee-management issues.

These are all legitimate issues for debate in an institution that believes in the free exchange of ideas, but in virtually every case, the debates have fallen disturbingly short of the ideals of rational, thoughtful exchanges where all sides recognize that there just might be two or more sides to the stories. Whether it's the old "squeakiest wheel" or the newer phenomenon of playing to the news camera, the net effect is an intemperance and an impatience that seriously challenge our community's traditional notions of academic freedom and responsibility. How we respond will have fundamental importance to the kind of community we can hope to be.

I am encouraged by the responses I have received so far from the groups I have asked to review current policies on academic freedom and responsibility. As you can see from the appended reply from the Faculty Consultative Committee, their review is well underway. I believe they will produce an improved policy statement for your consideration in the future, and I am particularly encouraged by their statement that the most important step *"occurs each time a member of the University community acts in a timely manner to preserve academic freedom by carrying out those responsibilities which honor and sustain it."* That's a step that needn't wait for a revised policy statement.

Another step that needn't wait is the Forum on African American and Jewish American Relations, which is being scheduled for April. Under the sponsorship of Senior Vice President and Provost Len Kuhl, this will be a teach-in, the first in a series of Twin Cities campus programs. They will be developed by a large, broadly-based planning committee that is being put together now and will begin work next week. As soon as the committee roster is complete, I will share it with the Board, and I will keep you informed as the plans take shape.

#### • Task Force on Sexual Violence and Campus Security •

In a related vein, I have appointed this week a Task Force on Sexual Violence and Campus Security, charged with reviewing and making recommendations on:

- (1) the proper roles of the Sexual Violence Program in maintaining a crisis hotline, providing peer counseling, and conducting prevention education activities;

- (2) the programmatic relationships of the Sexual Violence Program, the University Counseling Service, and the Boynton Health Service, and other related services provided by public and private organizations in the Twin Cities metropolitan area;
- (3) the reporting of sexual violence and other crimes of violence by University units;
- (4) the hours and staffing of the campus Escort Service and related services of the University of Minnesota Police Department;
- (5) the University's efforts to enhance security through campus lighting, telephones, and other physical improvements;
- (6) the Student Conduct Code, particularly whether its provisions adequately address these issues.

Ramsey County Chief Judge **JoAnne Smith** has agreed to chair the Task Force.

Other community representatives are:

**Tom Johnson**, Hennepin County Attorney and chair of the Attorney General's committee on sexual violence

**Peggy Spektor**, Public Policy consultant, former director of the Minnesota Program for Victims of Sexual Assault in the Minnesota Department of Corrections and a founder of the National Coalition of Victims of Sexual Assault

**Kenjari Bellfield**, Urban Coalition of Minneapolis

Student members are:

**Padmaja Seshadri**, chair of the Minnesota International Students Association

**Heide Erickson**, Sexual Violence Program volunteer

**James E. Coad**, a Medical School student and member of MPIRG

**Heide Behrends**, Chair, Student Concerns Committee, Minnesota Student Association

Faculty and Civil Service staff members are:

**Marilyn Joseph**, Director of the Women's Health Clinic, Boynton Health Service



**Jeffrey Edleson**, Associate Professor of Social Work

**Naomi Scheman**, Associate Professor of Philosophy.

**Karen Prince**, Academic Computing Services, representing the Civil Service Committee.

The office of Senior Vice President Leonard Kuhi will provide staff support, and I have asked the Task Force for a preliminary report by May 1, 1990.

### • Joint Legislative Hearing •

I'd like to report briefly on the February 21 joint hearing, hosted by Vice President Rick Heydinger and Dean Robert Holt for the Education Divisions of the House Appropriations and Senate Finance Committees. Dean Holt gave you a preview last month, and, yes, part of the testimony was sung by Professor Vern Sutton and the University Men's Chorus. That made me late for a following event that evening, but I had to hear it, and I must say it established a whole new standard for University testimony.

As Dean Holt mentioned last month, the purpose of this hearing was not to ask for money. It was, rather, an accountability report, showing some of the results of important, earlier legislative decisions, particularly the use of the Permanent University Fund to match private endowments of academic positions, and the use of indirect cost recovery funds to strengthen the University's research programs.

Speakers were:

**Robert F. Miller**, Chair of the Department of Physiology and 3M Cross Professor

**Ann S. Masten**, Assistant Professor of Child Psychology and McKnight Land-Grant Professor

**D. Fennell Evans**, Chair of the Center for Interfacial Engineering and Professor of Chemical Engineering and Materials Science, who was joined by:

**Laura Douglas**, an undergraduate student who has been directly involved in research projects throughout her undergraduate career

**Robert Stokes**, a long-time Honeywell engineer, serving as consultant to the Center for Interfacial Engineering

**Donald L. Wyse**, Professor of Agronomy and Plant Genetics

**Robert M. Carlson**, Vice Chancellor for Academic Administration at UMD and Professor of Chemistry

**Vern Sutton**, Professor of Music, who proved again that he can sing anything

**Dominick Argento**, Regents' Professor of Music

**Karen Wolff**, Director of the School of Music

and students and faculty of the School of Music who demonstrated very impressively the quality of our School of Music.

#### • UMC Visit •

On the day before, I had my own unique speaking challenge during a visit to Crookston. Regent Sahlstrom set me up for the most difficult of speaking assignments, addressing the Agassiz Swedish Heritage Society on the impossible topic, "What is Swedishness?" That's tough enough in the abstract -- doubly tough in a region that's also well populated with Norwegians, most of whom are all too happy to offer their own answers.

Regent Sahlstrom also squired me through the Red River Valley Winter Shows with his particular style that strongly suggests he may have done this sort of thing before. And Chancellor Sargeant also arranged opportunities for me to address a seminar of area school board members and administrators, a press conference, and a good discussion session with UMC faculty, staff, and students.

#### • Civil Service Committee •

I would also like to report on my February 26 meeting with the Civil Service Committee. I think we had a good meeting, but it was also terribly frustrating. I'm sure it comes as no surprise that the bulk of the discussion dealt directly or indirectly with the pay plan. And it's no surprise that we have very frustrated Civil Service staff. They do hear -- but not often enough -- that Civil Service staff are essential to the University community. But that's not enough; value is also expressed in the paycheck.

I think the committee understands my frustration with a biennial appropriation that provided only limited resources for the pay plan and forced very tough priority choices for what reallocation we could undertake, but the results are still inadequate for many of our Civil Service staff. Our discussion also dealt with the related issues of collective bargaining, and I want to assure the Board that I was careful to make it clear that my

administration must be neutral on these questions, that those decisions are properly and exclusively individual to each member of our staff.

**• International Education •**

Earlier this morning, the Board heard Assistant Vice President Robert Kvavik's report on international education -- how international education supports the Initiative for Excellence in Undergraduate Education, and how the Initiative can strengthen and expand our international educational programs.

I fully expected a fine report from Dr. Kvavik, but I must say that his superb presentation exceeded my already high expectations. This had to be the best explication of the University's international programs and challenges ever presented to the Board. It clearly places the Initiative into its international context; it clearly lays out our international agenda. Because it does this so well, I have appended Dr. Kvavik's paper to my report as another key contribution to the developing draft of the Initiative.

**• Initiative for Excellence in Undergraduate Education •**

*'How do we know that we are improving?'*

In January, when I presented the opening draft of the Initiative for Excellence in Undergraduate Education, that draft concluded with seven topics for future discussions:

1. *Who should our students be?*
2. *How do we attract students and make it possible for them to attend and graduate?*
3. *How do we provide advising and counseling?*
4. *How do we assure quality teaching?*
5. *How do we provide a good learning environment?*
6. *How do we create a sense of community?*
7. *How do we know that we are improving undergraduate education at the University of Minnesota?*

The first two were addressed in Senior Vice President Kuhl's paper on Admissions, presented to the Board at the February meeting. The next four were addressed in this morning's meeting in the paper on The Teaching-Learning Environment. As with the Initiative, the paper on

admissions, and Dr. Kvavik's paper on international education, I am also appending this newest installment to my report.

These topics are all vitally important, all intertwined, and most importantly, all raised for one purpose -- to produce results. That makes the last of the seven questions especially important.

By taking on the Initiative for Excellence in Undergraduate Education, we are deliberately opening ourselves to an accountability standard that every undergraduate student will be licensed to use -- a standard perhaps best captured in an age-old human judgment:

***"If it hasn't happened to me, it hasn't happened."***

Asking that seventh question, "How do we know we are improving..." is far more than posing an assessment methodology issue. To be sure, it is that kind of question. When it comes to educational assessment, we do face major challenges of very long standing, at any level of education. We must commit ourselves to finding, and using, the best possible measurement tools, concentrating on outcomes, on what the education means to the students as individuals and professionals.

Asking that question sends other signals, and I want to make sure they are fully understood by all concerned. One such signal could not be expressed better than the announcement Julius Perlt made so memorably during decades of football games:

***"They're going to measure."***

We are going to measure. That's one key signal. The other is that we are going to measure in full public view, inside and outside the University. When I promised the Board, the University community, and the public that "accountability will be rule # 1 in my administration," I wasn't talking only about finances and management. I meant accountability in our research mission, making it clear why our research effort is vital to Minnesota. I meant accountability in our service mission, assuring that we are making the best possible use of our resources to address real public needs. And now I hope it is clear that I meant accountability in our teaching mission, delivering measurable results that reflect genuine improvements and holding those results up to the kind of scrutiny that tells us whether we are making a difference.

#### **APPENDICES:**

**President's Statement on Academic Freedom and Responsibility: A Challenge to the University Community**

**Statement by the Faculty Consultative Committee (Academic Freedom and Responsibility)**

**Initiative for Excellence in Undergraduate Education: International Education**

**Initiative for Excellence in Undergraduate Education: The Teaching-Learning Environment**



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of the President  
202 Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455  
(612) 626-1616

February 25, 1990

To: The Greater University of Minnesota Community  
From: Nils Hasselmo, Concerned Member of the University  
Community and President  
Subject: **Academic Freedom and Responsibility. A Challenge to the  
University Community**

### **The Challenge**

The challenge we face is how to protect academic freedom/freedom of speech and at the same time deal with real and perceived expressions of bigotry.

Let me put it in human terms.

An African-American student comes to me and expresses the fear that I'm going to do something that will curtail her right, and her ability, to express herself freely on issues of great importance to her and some fellow students. The fear and anger is not hard to understand among people who have lived for many generations in slavery and with severely limited freedom of expression. Would I necessarily have to share the views of the speaker they brought to campus? No. Will I protect her, the student's, right and ability to present her perspective? Yes.

A Jewish-American student comes to me in anguish over a speech, which she sees as a direct and virulent attack on her beliefs, and on her as a Jewish American. Why have I not spoken out yet to renounce the falsehoods that she believes have been expressed? The fear and anger is not hard to understand among people who have been persecuted and who hear echoes of that past in some of the rhetoric of the present. Could I sense her anguish? Yes. Could I prevent those views from being expressed? No.

Let me first speak to these circumstances as an individual member of the University of Minnesota community.

## **Speaking as An Individual Member of the University Community**

As an individual, I will state that I find it very troubling that we should face a situation where one student's anguish over what she sees as attacks on her people should be unavoidable because of another student's right to free speech. Are we inevitably perched on the horns of this dilemma or can we find a reasonable resolution?

I have to comment specifically about Dr. Kwame Ture's recent speech, because it presents the dilemma to us in its present form.

I personally found the statements in his speech concerning alleged Zionist collaboration with the Nazis deeply offensive. I also find the tenor of the speech contrary to what I, as an individual, see as the only possible course for the future, an evolution that will lead to mutual respect among diverse groups within the framework of a democratic society. In his remarks, Dr. Ture indicated that he drew a distinction between the Zionist movement, as a political movement, on the one hand, and the religion of Judaism and the Jewish people, on the other. But, quite obviously many Jews and Jewish organizations in Minnesota have seen this as only a device to be able to attack the Jewish people.

As an individual, I can affirm my own and everybody else's right to free speech, and I can express my personal views. While I understand and sympathize with the reaction in the Jewish community, I cannot resolve the debate about the contents of Dr. Ture's speech. I put my faith in the concept that the remedy to free speech controversies is more free speech. It is only through communication among all sides that a free and open society can flourish.

## **Speaking as President of the University of Minnesota**

Let me now speak as President of the University.

First, I must -- and will -- protect freedom of speech as a fundamental right under rules of academic freedom and under our Constitution. The 1971 statement on "Academic Freedom and Responsibility" is the basic University policy under which we operate.

Second, I have instructed the vice presidents to initiate a review of any additional steps that will need to be taken to deal with bigotry of all forms in their specific areas of campus life. Several programs are already in place, and steps have been taken during the past two years to help deal with issues of bigotry. In addition to regular courses and curriculum requirements, the responses include orientation programs, conferences, and policies against various forms of harassment.

Third, Professor Warren Ibele, the Chair of the Faculty Consultative Committee, has promised to have his committee review the statement on "Academic Freedom and Responsibility" to determine whether it is still adequate to the task. I strongly endorse that review. I have asked Professor Ibele to add to the committee's review the issue of specific responses to expressions of bigotry on campus. I have also asked the Chair of the Student Consultative Committee, Mr. Eric Huang, the Chair of the Civil Service Committee, Ms. Mary Tate, the Chair of the Academic Staff Advisory Committee, Ms. Joyce Wascoe, and the National Chair of the University of Minnesota Alumni Association, Mr. Stephen Goldstein, to review and comment on existing policies and to make any recommendations they may have concerning the preservation of freedom of speech and the struggle against bigotry on campus, including effective communication.

Fourth, I have initiated plans for a special conference to be held this spring which will address questions related to African-American - Jewish-American relations. The following speakers have already agreed to participate:

- Michael Lerner, Editor of Taikkun, a leading Jewish magazine.
- Haywood Burns, Dean, CUNY Law School, Queen's College.

Others will be added as the plans take shape under the leadership of members of the faculty, staff, and students at the University.

### **Three Dangers**

At the University Senate meeting on February 15, 1990, I addressed three dangers to the University that in my view loom large at this time: unwillingness to change, misinformation, and disunity. No manifestations of these dangers are more serious than those occurring in the realm of ethics and human relations.

Our society is saddled with a terrible legacy from the past in the form of prejudice and hatred. Prejudice against African and Jewish people is an unfortunate part of that legacy. Important changes have occurred, but we live with sad reminders of the fact that prejudice and hatred are not dead. Change must continue until we rid our society of such prejudice and hatred and treat everybody with respect and as equals. The University of Minnesota should be on the forefront of such efforts.

Misinformation is at the root of the problem. Our shared humanity, as well as our individual differences, are hidden behind a wall of alleged racial and ethnic characteristics and false or misunderstood historical actions. The celebration of Africana History Month at this time is a valuable contribution to our understanding of, and appreciation for, a badly neglected part of our history, and of the horrors of slavery and segregation. The regular course programs in African, African-American, and Jewish history offer



opportunities for our students to study these important cultural traditions, including courses on the Holocaust, an important element in our students' understanding of the horrors of the moral bankruptcy that is the result of bigotry and racial and ethnic hatred. Universities such as the University of Minnesota bear a special responsibility. We, the university community, have been given the right and responsibility to explore freely and to share knowledge and views freely. We must attack ignorance, prejudice, and hatred wherever they are found. We cannot do this by preventing the airing of controversial views. We must do it by fostering critical analysis of the issues involved, drawing on the best scholarship available, and by providing an environment where even issues about which members of our community disagree very strongly can be discussed in a manner that creates enlightenment and understanding, not just heat.

As President, I often get called upon to answer for the entire University. I try to do that, but I should not, and cannot, be the arbiter of all important issues. I will speak out on important issues as I have done in the past, in my President's Reports to the Board of Regents and in other statements, and as I am doing now. In order to meet the challenge, however, you, the members of the University of Minnesota community -- faculty, professional and administrative staff, civil service staff, students, alumni, and concerned citizens -- must act on your commitment to freedom of speech and academic freedom and on your commitment to critical and thoughtful analysis and debate of issues.

I call on the leadership of our University community to address these issues. I call on all of you to help in their resolution.

NH:kb

## Statement by the Faculty Consultative Committee

Because of recent events on this campus President Hasselmo has found it necessary to issue a statement on academic freedom and responsibility.

The Faculty Consultative Committee, on behalf of the faculty, unequivocally affirms its commitment to guard and protect freedom of speech. This right is the essence of academic freedom, the bedrock of the educational enterprise. The Consultative Committee stands as one with the President on this matter.

One of the hard lessons of a generation past is that there is no freedom without responsibility. The 1963 statement by the Regents of the University of Minnesota recognizes the inseparability of this relationship with these words:

A University must cherish freedom or be untrue to its own nature. It must cherish equally responsibility, the natural corollary of freedom.

The Regents' statement, although directed toward the classroom, has implications for all events which take place on the campus. The foremost of these is that the University sets the conditions under which speakers and groups are allowed the use of University facilities. The University, its administrators, faculty, and student leaders have the right and responsibility to set a level and tone of civil discourse which are consistent with University values. While there are appropriate occasions for both, a University lecture is neither a tent revival nor a political rally. One of the expectations of scholars should also guide guest speakers if educational goals are to be served. The Regents' 1963 statement speaks clearly to this point:

Especially when dealing with controversial matters, he should inform his audience of divergent opinions about the subject at hand. Fostering strenuous and careful thinking rather than providing ready-made conclusions is a duty of the scholar as educator. Intelligent disagreement is a part of the educational process. Avoidance of indoctrination is especially important since to develop and to maintain reflectiveness requires the constant re-evaluation of one's views.

In accord with the First Amendment the University should not attempt to control the invitation of speakers by academic departments, student organizations, and other University groups. Permitting individuals to speak on the campus, however, does not imply that the University promotes their appearance or endorses their views. That crucial distinction is clearly made when the University community is timely in voicing its views about a speaker. Indeed, when the speaker's extremist or racist views are a matter of public record, members of the University community, in advance of the speaker's appearance, should be forthright in voicing their disapproval of such views. Criticism of a choice of speaker is also the exercise of free speech and no abridgment of academic freedom. It is warranted particularly when it is clear that the speaker's agenda is offensive and incompatible with the University's goals and values.

As the University seeks greater diversity in its various parts, administration, faculty, staff, and student body, it is reasonable to expect that it may well be tested in its ability to debate controversial views and reconcile differences. In the best of University traditions this process focusses our store of knowledge upon issues in an atmosphere of civility and mutual respect.

The Faculty Consultative Committee, at the request of the President, has undertaken a review of the "Academic Freedom and Responsibility Statement" and will report its findings and recommendations. These will probably involve an expansion of the Regents' statement and provide closer guidance in the future. While this is perhaps the necessary first step it is not the most important. That step occurs each time a member of the University community acts in a timely manner to preserve academic freedom by carrying out those responsibilities which honor and sustain it. We are confident that the faculty of the University of Minnesota is committed to this purpose.

## **INITIATIVE FOR EXCELLENCE IN UNDERGRADUATE EDUCATION: INTERNATIONAL EDUCATION**

**Robert B. Kvavik, Assistant Vice President  
University of Minnesota**

The Initiative for Undergraduate Education recognizes that our students must be prepared to live in a world that is more and more interdependent -- economically, politically, environmentally, and culturally. More so than their parents, they will be global citizens. They are likely to travel to more countries for business and pleasure; the goods and services they consume and sell will more than likely be affected by international markets and constraints in major and recognizable ways; music, clothing, the arts and virtually all aspects of popular culture will be affected by global ideas and energy. In short, our undergraduates will live in a much more integrated world.

Oceans and distance have ceased to be barriers to interaction between peoples. The stalled attempt to promote democracy in the People's Republic of China unfolded step by step on our television sets. University students contributed to the effort directly by FAX machines and telephone, and symbolically with the construction of a goddess of liberty on the campus mall. For a large part of our community, the crisis in Tienanmen Square was immediate and personal. In recent months, we have witnessed an unbelievable unravelling of institutions in many of the countries and territories affiliated with the Soviet Union. Events have outstripped our ability to comprehend them. Our strategies for assuring our economic and political well-being need modification, and almost overnight.

The education our undergraduates must help them to respond to the increasing internationalization of our political life, culture including popular culture, economy, and labor and agricultural markets. "International" no longer begins on our borders. It begins right here at home whether home is downtown Minneapolis or the Red River Valley. The University must empower

students to comprehend and participate in a global society. We must reverse the current and depressing statistics about student competence in language, geography, and international business that indicate that we are not prepared to participate in the global economy.

Today we will use the format of the Initiative on Undergraduate Education to explain what the University is doing and planning to do in the area of international education. Another objective is to demonstrate the international character of the University. **The University of Minnesota is an international university.**

#### **HOW INTERNATIONAL ARE WE?**

More than 3,100 students and 700 faculty/staff/scholars from 124 countries attended the University of Minnesota in 1988-89. Over the past 40 years we have graduated students who now hold positions of authority and power all over the world. On the President's trip to Thailand and Indonesia, for example, our hosts were Thailand's Permanent Secretary for Higher Education (Minnesota Class of ) and the Vice President of Caltex -- Indonesia (Minnesota Class of ). We learned that there are well over 200 alumni in Thailand and 900 alumni in Indonesia. To borrow and modify a phrase, our international alumni bring the world to Minnesota and Minnesota to the world.

We estimate that 900 of our students studied abroad last year. Compared with other Big Ten Universities, this is a good number, but still a small percentage of our study body. Our stated objective is to reach parity -- 3,000 students -- within the next 10-15 years. By parity I mean that we want to send as many Americans overseas as we receive students from overseas. Later in this presentation, we will hear from a student about her experience with study abroad and what it has meant for her. We are in the process of consolidating our study abroad programs in Nicholson Hall and in this way, simplifying access to study abroad.

Our faculty are actively engaged in overseas research, consulting, and teaching. We have numerous exchange agreements with foreign Universities. Noteworthy are five USIA linkage grants in the last decade, 18 agreements with the People's Republic of China, and an agreement with the Karolinska Institute in Stockholm that Regent Anderson helped make possible. The Law School has actively exchanged students and faculty with the University of Uppsala. Last year 23 of our faculty were awarded Fulbright grants, the largest number of awards to a single University in the nation. The College of Agriculture has been active in Morocco for well over 20 years and through the Midwest Universities Consortium for International Activities (MUCIA), which sponsored our trip to Asia, we are active throughout the world. Noteworthy is a current World Bank contract to MUCIA for \$61 million to help develop higher education in Indonesia. MUCIA does \$220 million of international development work each year.

The University is an institutional member in the major national and international organizations for exchanges and administration. Included here are the Council for International Exchange of Scholars (CIEE), National Association for Foreign Student Affairs (NAFSA), Association of International Education Administrators (AIEA), Institute of International Education (IIE), and International Studies Association (ISA), providing leadership in many of them. Our faculty and administrators hold positions in many disciplinary organizations that have international programs and activities.

The University teaches over 30 foreign languages. The list is found on the back cover of *International Access*. We have area centers for most regions of the World including the nationally recognized Center for Western Europe. The Institute for International Studies at the University of Minnesota at Duluth is pioneering a program on the Northern Circle. A major new initiative is the MacArthur Foundation sponsored program on Peace and International Cooperation. *International*

*Access* provides an overview of all of our international programs. The country reports you have received demonstrate the range of our activities in Thailand, Korea, Japan, Sweden, West Germany, Singapore, and Indonesia. We are remarkably international.

## **THE UNDERGRADUATE INITIATIVE: CHALLENGES FOR INTERNATIONAL EDUCATION**

The Initiative for Undergraduate Education contains major challenges for international education. In the sections that follow, I will briefly outline what these challenges are and how we intend to meet them.

### **1. Undergraduate Curriculum**

a. Internationalizing the curriculum. Traditionally students have obtained an international perspective through required courses added to the curriculum under the rubric of "World Studies". I believe that this is insufficient. Our students will remain ill-prepared to participate in the international community. What is needed is a broader and more ambitious strategy that puts international content in a large percentage of the courses taught at the University. International competency is then obtained at all levels of instruction, in most disciplines, across the disciplines, and continually throughout the undergraduate career.

To achieve this goal requires a rethinking of course content by the faculty and faculty development. A program that we expect to run this summer with the support of the MacArthur Foundation will be to provide summer funding for faculty to obtain expertise and modify their courses to include materials on cultural diversity, broadly defined.

b. Foreign languages across the curriculum. Foreign languages is seen by many to be a hurdle in

the curriculum. Students are trained to a two-year proficiency level, at which point language ceases to be relevant to their study and within a short period of time, their competency is lost. We do not provide sufficient incentives or opportunities that encourage students to maintain their language proficiency. Students take statistics and calculus knowing that these skills are needed elsewhere, in the social sciences and sciences. We need to challenge students to use foreign language skills throughout their undergraduate career by expecting them to use foreign materials in their research, take specialized courses and lectures in a foreign language, and participate in study abroad. The Institute for International Studies (IIS) in the College of Liberal Arts offers such opportunities. I am pleased to announce that Professor Michael Metcalf and the IIS have been awarded \$175,000 from the National Endowment for the Humanities to further this initiative.

c. Linking study abroad to curriculum. For some students and parents, study abroad is an extracurricular activity taken during the summer or after graduation. Our objective is to tie increasingly study abroad to the curriculum making it an integral part of a four year course of study.

We expect to promote three types of study abroad experiences. Students may participate in one or more of the programs. The first would occur late in the Freshman year or during the Sophomore year. It would typically involve taking intensive language instruction and courses that satisfy general education requirements. The second is a Junior year abroad where we would expect our students to participate in a regular program of study at a foreign University. Instruction would be in a foreign language and much of the work would satisfy upper division and major requirements. The third type of program would include internships, research, and voluntary service. We are very much interested in promoting opportunities in the developing countries. Fewer than 2% nationally of our students who study abroad do so in these regions of the world. This is in marked contrast with foreign students who come to the United States -- in excess of 50% from the developing countries. Future professionals in third world countries are likely to have a better understanding of us than we have of them.



## **2. An international student body**

Appendix I provides an overview of the numbers of international students by country. Approximately 25% are undergraduates and 75% are male. The largest enrollments come from the People's Republic of China, Korea, Taiwan, India, Japan, Hong Kong, Iran, Canada, Indonesia, and Malaysia.

International students bring to the classroom different ideas and values on common problems and concerns. They help to expose Minnesota students to other cultures. This global and comparative perspective in the classroom enriches the learning experience. In the near future, Nicholson Hall will house the Office of International Education and the Study Abroad Programs. We will create a lounge and study area with an international theme and flavor. By serving both international and native students in a single location, we hope to foster greater interaction between the two groups. International students can stimulate interest in study abroad and help make arrangements in their home countries for the benefit of the American student. Similarly, American students returning from a study abroad program will have an opportunity to seek out students from the country they visited to learn more about the country and to maintain language skills. At the same time, they help the international students learn more about our country and integrate them into the community.

Many students develop life-long friendships and professional relationships with international students. These help to promote and sustain cultural and economic ties to Minnesota for our mutual benefit. For students who do not have the opportunity to study abroad, the "international" character of the University and the opportunity to interact with international students and faculty provides a substitute albeit limited international experience and helps to sensitize our students to the values and aspirations of people from different lands.

### **3. How do we provide advising and counseling?**

Meeting the advising needs of a non-majority clientele is a particular challenge for the research university. For many international students, the complexity of the University is overwhelming. Simple things like forms of address or applying for a checking account or riding a bus can be confusing. The Office of International Education (OIE) has great potential as an advising model, because it has outstanding expertise relating cultural variables to the academic experience of students.

The primary goal of OIE's Counseling and Advising division is to advise international students, faculty, and staff in meeting their educational objectives while in Minnesota. Assistance is available throughout the student's career beginning before they arrive to pre-departure training upon completion of their degree. OIE provides individualized and group assistance on specialized topics, e.g., taxes and immigration rules. Walk-in meetings are available daily. OIE has a specially-trained staff, many of whom are national leaders in foreign student advising.

The effectiveness of the Office is best demonstrated by its ability to respond quickly and effectively to the crisis in the People's Republic of China. In cooperation with the China Center, OIE was able to provide timely and invaluable assistance to well over 650 and Chinese students and faculty in residence. OIE's expertise in relating cultural variables to the academic experience of students is being applied systematically to study abroad.

### **4. How do we contribute to quality teaching?**

Enhancing international education on the campus is substantially a faculty development initiative. OIE provides incentives and support to internationalize faculty research and expertise through a small-

grants program. We maintaining a database on funding opportunities and regularly inform the faculty of overseas opportunities in *International Dateline*. We organize workshops that provide guidance on how to apply knowledge about and experience in foreign countries to the curriculum.

**5. How do we provide a good learning environment and a sense of community?**

A good learning environment promotes international understanding and mutual respect for people from other cultures and lands, regardless of color and religious preference.

A good learning environment orients students to American values and assumptions by placing them in a global context.

A good learning environment provides opportunities for cooperative learning in a multi-cultural context. It supports an international student body and a cultural mix in the classroom. A good learning environment is enhanced by faculty who make use of international student perspectives in the classroom.

A good learning promotes active learning through study abroad and international internships and voluntary service.

International education provides an excellent connection between the campus and the world community. It helps to foster ties with other nations and cultural groups. It supports the activities of organizations such as the Minnesota International Student Association. It manifests itself in an international alumni network whose interests are cross national almost by definition. The Minnesota International Center works with the University to promote international understanding by bringing to the campus and the community international visitors and programming.

March 9, 1990

cc: Members of the Board of Regents  
President  
University Vice Presidents  
University Chancellors  
University Deans  
Members of the Senate Faculty Consultative Committee  
Members of the Senate Committee on Educational Policy  
Student Representatives to the Board of Regents  
Student Leaders on All Campuses  
Barbara Muesing, Executive Director and Corporate Secretary, Board of Regents

# Distribution by Country of Origin

|                |     |             |     |                |     |
|----------------|-----|-------------|-----|----------------|-----|
| Afghanistan    | 1   | Indonesia   | 92  | Saudi Arabia   | 36  |
| Algeria        | 15  | Iran        | 128 | Senegal        | 1   |
| Arab Rep/Egypt | 46  | Iraq        | 4   | Singapore      | 52  |
| Argentina      | 46  | Ireland     | 14  | Somalia        | 2   |
| Australia      | 15  | Israel      | 55  | South Africa   | 31  |
| Austria        | 15  | Italy       | 50  | Soviet Union   | 3   |
| Bahamas        | 9   | Ivory Coast | 1   | Spain          | 59  |
| Bangladesh     | 15  | Jamaica     | 6   | Sri Lanka      | 22  |
| Belgium        | 14  | Japan       | 188 | Sudan          | 2   |
| Benin          | 1   | Jordan      | 12  | Sweden         | 39  |
| Bolivia        | 9   | Kenya       | 24  | Switzerland    | 24  |
| Botswana       | 2   | Korea       | 346 | Syria          | 5   |
| Brazil         | 39  | Kuwait      | 5   | Taiwan         | 274 |
| Bulgaria       | 1   | Laos        | 2   | Tanzania       | 6   |
| Burkina Faso   | 1   | Lebanon     | 32  | Thailand       | 47  |
| Burma          | 1   | Liberia     | 5   | Togo           | 1   |
| Burundi        | 1   | Libya       | 1   | Trinidad       | 6   |
| Cambodia       | 2   | Luxembourg  | 1   | Tunisia        | 54  |
| Cameroon       | 49  | Madagascar  | 1   | Turkey         | 59  |
| Canada         | 113 | Malawi      | 1   | Uganda         | 7   |
| Cayman Islands | 1   | Malaysia    | 91  | United Arab Em | 7   |
| Chile          | 20  | Mali        | 1   | Uruguay        | 12  |
| Colombia       | 38  | Malta       | 1   | USA/ESL        | 5   |
| Costa Rica     | 7   | Mauritius   | 2   | Venezuela      | 12  |
| Cyprus         | 6   | Mexico      | 61  | Vietnam        | 3   |
| Czechoslovakia | 3   | Morocco     | 51  | Yugoslavia     | 17  |
| Denmark        | 9   | Mozambique  | 2   | Zaire          | 2   |
| Ecuador        | 8   | Namibia     | 2   | Zambia         | 5   |
| El Salvador    | 5   | Nepal       | 5   | Zimbabwe       | 3   |
| Ethiopia       | 16  | Netherlands | 24  |                |     |
| Finland        | 13  | New Zealand | 10  |                |     |
| France         | 67  | Nicaragua   | 3   |                |     |
| Gambia         | 2   | Nigeria     | 75  |                |     |
| Germany/East   | 2   | Norway      | 48  |                |     |
| Germany/West   | 79  | Oman        | 1   |                |     |
| Ghana          | 23  | Pakistan    | 43  |                |     |
| Great Britain  | 91  | Panama      | 8   |                |     |
| Greece         | 77  | Paraguay    | 2   |                |     |
| Guatemala      | 6   | Peru        | 16  |                |     |
| Guinea         | 3   | Philippines | 29  |                |     |
| Guyana         | 3   | Poland      | 25  |                |     |
| Haiti          | 1   | Portugal    | 17  |                |     |
| Honduras       | 1   | PRC         | 549 |                |     |
| Hong Kong      | 139 | Puerto Rico | 5   |                |     |
| Hungary        | 12  | Qatar       | 1   |                |     |
| Iceland        | 23  | Romania     | 1   |                |     |
| India          | 229 | Rwanda      | 5   |                |     |

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INITIATIVE FOR EXCELLENCE IN UNDERGRADUATE EDUCATION:  
THE TEACHING-LEARNING ENVIRONMENT

Leonard V. Kuhi, Senior Vice President for Academic Affairs and Provost  
University of Minnesota

Our discussion of the Initiative for Excellence in Undergraduate Education turns now to the teaching and learning environment. Today, we address President Hasselmo's third through sixth questions: 3. *How do we provide advising and counseling?* 4. *How do we assure quality teaching?* 5. *How do we provide a good learning environment?* and, 6. *How do we create a sense of community?* The questions are very much intertwined. Excellent teaching and advising are fundamental to a good learning environment. Teacher-student and student-advisor relationships are primary relationships in the community of scholars. My presentation will highlight these linkages, as I believe that our ultimate goal of providing quality education at a research university requires a coordinated and comprehensive improvement of them. Piecemeal solutions simply will not work. I will also elaborate on ways in which undergraduate education is different at a major research university.

Before I proceed, I will reiterate some of the assumptions underpinning the Initiative and this discussion. This is a draft. The principles outlined here are intended to serve as a framework for a discussion with the Board of Regents and, subsequently, other University and community groups. Some ideas and emphases are new. For the most part, we build on previous planning and current initiatives to improve all aspects of undergraduate education. Your ideas and recommendations, along with those that we receive from others, will be incorporated into further refinements of the Initiative. President Hasselmo and I see the Initiative as a challenge to the University community to take all necessary steps to improve the undergraduate experience.

### 3. How do we provide advising and counseling?

A major principle in the Initiative is to **promote informed student choice**. The primary instrument to accomplish that is effective advising. In order to obtain the best undergraduate education possible at the University of Minnesota, **students must be able to make informed academic and extracurricular choices**. If the resources of the University are going to have any impact on the undergraduate experience, students must appreciate the need for academic advising, seek it out, and use the advice to their advantage. This presumes that advising is available when it is needed and that the University is able and determined to provide sufficient resources for advising of quality.

Research universities offer undergraduates an overwhelming variety of courses and curricula. In many areas of specialization, students are offered multiple sections of the same course during the academic year. They can choose among several (and sometimes many) instructors with research and teaching expertise in an area of specialization. Often the approach and perspective on a topic varies from instructor to instructor. In contrast, small liberal arts colleges offer far fewer courses and majors and are less likely to have several instructors in any given area of specialization. As a consequence, selecting a course that best suits a student's interests and needs is a richer but more complex challenge at a research university. For many students, a wide variety of options presents no problem and is probably one reason why they decided to come to the University or why they stay. For others, because they either are unaware of the opportunity or fail to recognize its significance, or because the high quality advising is not made available effectively, one advantage of the research university is lost.

Why a student needs a course or set of courses, how a particular set of courses and a particular set of instructors contribute academically and intellectually to a student's overall program of study, and how the plethora of specializations relate to liberal education are questions that have complex answers, especially at

a research university. This is the major challenge given to the recently appointed Liberal Education Task Force. It is unacceptable to me that a student's sole justification for taking a course is because it is a requirement. Why is it a requirement? How does a particular course contribute to the student's overall education? These are questions that students must be able to answer and demand to have answered. Our advisors must be prepared to help the student answer these questions.

Faculty-student interaction at a research university provides students with a unique opportunity to sample the excitement of scholarship and discovery, quite often at the forefront of research in an academic discipline. Ideally, every undergraduate should collaborate with a faculty member in some sort of scholarly endeavor, regardless of whether the student's career plans include further academic work. I believe that the willingness of faculty to engage students in research is widespread at the University of Minnesota. Our Undergraduate Research Opportunities Program (UROP) has been enormously successful in involving students and faculty in collaborative research. Fully 300 students and almost 300 faculty participate in the program every year. UROP complements numerous other research opportunities that are more intensive and full time, usually in the summer and often with the support of external agencies such as the National Science Foundation. We need to encourage more faculty members to provide such opportunities for undergraduate students.

The benefits of a research experience are enormous. It encourages students to become life-long learners, whose education does not stop with commencement. It kindles the sense of exploration and the excitement of discovery and creativity. It promotes the retention of students, since evidence from many institutions suggests that students who have established firm educational relationships with faculty members have very high graduation rates. At present, for lack of information or inclination, too many of our undergraduates fail -- or are not given the opportunity -- to take advantage of this special aspect of the educational experience at the University of Minnesota; we need to reach them through advising and publicity.



**Minimally, we require three mutually reinforcing and coordinated networks of advisors: peer advisors (both graduate and undergraduate); professional advisors; and faculty advisors.**

Quite often, the most effective advisors are fellow students who have struggled with and solved similar problems. The Peer Advising program in the Institute of Technology, for example, needs broader replication. Graduate students can be particularly effective advisors as their undergraduate experience is usually quite recent and they are usually closer in age and share common experiences and aspirations with undergraduate students. Professional advisors are best able to help students understand the administrative and curricular complexity of the University and to move freely through their academic careers. This is especially important in the Freshman year. It is also crucial to provide trained advisors as students approach graduation, since faculty are not usually expert in college degree requirements and career advising outside their own fields.

It is critical that the faculty be actively engaged in student advising. The richness of the learning experience at the University is in student-faculty interaction, and it is this interaction that is most important in providing a good learning environment. Students require a faculty that is accessible and motivated to advise them; it is important that we assure accessibility and provide incentives that will motivate the faculty to actively lead and participate in student advising.

Students at various stages in their academic careers and in their intellectual development differ in how they want to interact with faculty. Some students, especially those from disadvantaged socioeconomic groups, may have to learn about their own possibilities before they can contemplate interaction with the faculty. New premajor advising arrangements, plus the special programs in General College and at Crookston and Waseca, are designed to help students do this. For some students, early advising by faculty may be the appropriate mode. This is the model favored by the Institute of Technology and the College of

Agriculture. For others freshmen colloquia, small classes that meet regularly with faculty, may be best. The College of Biological Sciences does this now, and the College of Liberal Arts is exploring the possibility of developing this model. Still others, especially older students, may find that normal course work can provide the opportunity to make contact with the faculty they need to know. As the University community becomes more diverse, the opportunities for finding new kinds of faculty-professional advisor-student interaction will increase, and it is important to be sure that the system will allow these to evolve in complementary and effective ways.

A danger inherent in an advising system that is complex and fragmented, is that some issues may not be addressed and special student needs may not be served.

- \* **Coordinated advising networks.** Advice given in one network must not contradict or fail to supplement advice obtained elsewhere and earlier. There should be no gaps in student advising. A tracking system is mandatory when there are so many players. The Academic Progress Audit System must be implemented as quickly as possible to ensure that students are getting the advice they need. Evaluation of the advising network as a whole will be undertaken to assure an appropriate division of labor and resources. We are particularly concerned with the capability of our advising network to handle the needs of first-year and transfer students.
- \* **Communications must be understandable, complementary, and cost efficient.** For example, students should not fail to graduate because our written instructions and advising system does not convey clearly enough the message that students must apply formally for graduation. This is an area where professional advisors play a very important role.
- \* **Advisor training and development.** We need to determine the resources required to put in place and sustain an effective development program for all advisors. Of immediate concern are the

resources required to implement the Common Entry Point.

- \* **Improve the advisor-faculty ratio.** We need to have enough advisors to improve our current student-advisor ratios that are unacceptable by any standard. The College of Liberal Art's ratio, for example, is currently over 400:1 for lower division students and over 700:1 for upper division students.
  
- \* **Attention to diversity.** The advising system must satisfy the special requirements of students of color, women, and the disadvantaged. For example, fields of study such as the sciences and engineering should not be closed to students because of a lack of initiative or poor advising by the advising networks. We must ensure that people of color, women, and people with disabilities are properly served by and represented in the advising networks.

The bottom line is that I want all of our undergraduate students to have timely access to effective and appropriate advising at all levels and stages of their undergraduate careers, to be challenged to avail themselves of advising, and to understand that good advising is fundamental to acquiring a quality education at the University of Minnesota.

#### **4. How do we assure quality teaching?**

**Good teaching requires good planning and implementation.** It doesn't just happen. It requires a commitment from the administration that teaching counts. **This Initiative signals the Administration's position that good teaching is valued, is required, and must be recognized in our reward system.**

Instructing our undergraduate students as we have described in the mission statement is a corporate responsibility of the faculty. Minimally this means that most faculty will have contact with undergraduates as

advisors or instructors (teaching and research), and preferably both. Optimally, quality undergraduate teaching will be readily available throughout the University, and it will be a major consideration in promotion, tenure, and compensation. The reward system will take account of the priority given undergraduate education.

How do we obtain good teachers? This question is especially critical today as the nation's universities face a major shortage of faculty in the next decades. An unusually large proportion of the current faculty will retire at a time when the undergraduate student population will increase. This will happen at a time when there have been too few graduate students preparing for careers in higher education. The competition for faculty among the research universities will be intense. In fact, the competition has already begun.

There is and will be no quick fix! It is urgent that we immediately place greater emphasis on teaching in the nation's graduate programs. Fundamentals of teaching -- assessment and training of graduate students as teachers, imparting the values and responsibilities of being a college or university educator -- must become a standard part of the graduate curriculum. For the past 40 years, graduate education in the United States has focused heavily on research and largely ignored teaching. Yet graduate schools educate the future undergraduate teachers. The ability to carry out research in a given field (even world-class research) does not automatically confer the ability to teach the same discipline with similar effectiveness. We must train our future faculty to teach.

This University is one of the few major research universities in the Upper Midwest. Since it educates a large fraction of the faculty who will serve in the higher education institutions of this area (and of the country as a whole), it has a responsibility to pay attention to their training in the area of teaching. I am asking the Dean of the Graduate School to find ways to improve instruction in teaching effectiveness in all of the graduate programs of the University of Minnesota. While this directive will have a delayed impact, as the predicted faculty attrition of the 1990s arrives, we will then be hiring new faculty who are scholar-teachers by

training.

We must confront squarely hiring policies and practices as they affect the recruitment of faculty. Our hiring policy must result in the selection of research faculty who can provide quality instruction. With the assistance of the deans and department chairs, we will review and modify hiring criteria to reflect our commitment to teaching. We will adhere to these criteria, and we will require that all faculty hiring recommendations include a description of steps taken to evaluate teaching effectiveness.

All colleges must develop ways to evaluate teaching and advising as a crucial part of the criteria used for determining promotion, tenure, and compensation. In a research university, teaching should not be a substitute for excellent research, but neither should excellent research be allowed to justify the acceptance of mediocre teaching. In fact, what makes teaching special at the University of Minnesota is the engagement in the process of discovery that brings faculty and students together. This inquiry-based teaching bridges the distance between library, laboratory, and classroom. Teaching and research are not competing enterprises; rather, they enrich each other. Our hiring, promotion, and compensation criteria must reflect and enhance the mutual compatibility of teaching and research, and those personnel documents will be expected to show how teaching and advising effectiveness have been evaluated.

What can we do now?

- \* Department, college, and central administrators should assign their best instructors to introductory courses, especially those with large enrollments. We will provide \$200,000 on a recurring basis immediately for the improvement of instruction in large classes. We will increase our expenditures for Teaching Assistant training from \$258,000 to \$334,000 in 1990-91.

- \* Greater emphasis should be placed on the performance of departments as teaching units in periodic

external and internal reviews.

\* We will continue our investment in and evaluation of faculty development programs and resource centers particularly as they serve new faculty and teaching assistants, for both native and foreign-born instructors. We are particularly interested in promoting collegiate-led and department-led initiatives. For example, colleges should follow the example of the Carlson School of Management and establish teaching committees that review the quality of department and individual teaching as well as establishing overall strategies for the department's teaching effectiveness. Included are activities such as assessment of facilities and teaching aids, mentor programs and teaching seminars, and peer review of colleagues. The Bush Regional Collaboration in Faculty Development will offer a summer institute on integrating liberal and professional education; departments and colleges should include in their strategies participation in programs like this. Participation of the professional schools in undergraduate education is an objective of this Initiative and another way in which undergraduate education at the University should be seen to be different from what is available elsewhere.

\* We will develop standards and criteria for good teaching. It is imperative that we have a vision of what good instruction ought to provide and what constitutes good teaching.

\* We must be determined and dedicated to recruit a faculty that is diverse, representative of people of color, women, and diverse cultures and backgrounds. We must assist all faculty to become more sensitive to the needs of an equally diverse student body.

\* We must provide meaningful incentives that encourage and reward faculty for participating in broader University programs: honors programs, freshmen colloquia, interdisciplinary programs, and international education. Faculty must be rewarded for contributions to general liberal education and for advising.

## 5. How do we provide a good learning environment?

Much of our discussion of advising and teaching pertains to a good learning environment. Not mentioned today, but also relevant, is a curriculum that promotes active learning and collaborative skills, together with individualized and competitive models of learning. Active learning and collaborative skills are especially critical to our goals of involving undergraduates in research.

Complementing these are programs and activities that obtain support for, and understanding of, values including academic freedom, freedom of speech, individual and social responsibility, and equal opportunity and affirmative action. An environment that fails to adhere to these principles cannot provide the education to which we aspire.

The United States and Minnesota are becoming increasingly diverse societies. A learning environment that fails to represent this diversity, that does not instill a commitment and understanding of the aspirations and cultural perspectives of women, people of color, and ethnic groups, is hollow and frail. **A strength of the University is its diversity.** Excellence in undergraduate education is directly linked to our efforts to strengthen and promote diversity. We are dedicated to doubling the number of faculty of color and substantially increasing the percentage of students of color in the student body.

The University of Minnesota is an international university. Last year, more than 4,000 foreign students and faculty from 120 countries were part of the University community. International students and faculty bring their special perspectives and experiences to the classroom exposing American students to the ideas and values of different cultures. Our courses are stronger because of their participation. Over 900 American students studied abroad. Our faculty are active throughout the world as researchers, consultants, and teachers. This constant exchange of native and foreign scholars, public and private leaders, and

professionals, brings to the University a unique infusion of new ideas and information.

**A great university must have a great library.** An excellent undergraduate education engages students in the effective use of library materials, and this requires not only books and journals, but librarians with expertise in securing and providing access to its collections. Professional librarians complement the faculty in helping students in their quest for information, to effectively use the varied and rich collection of resources at the University of Minnesota for their research and general learning, and facilitate the discovery of new ideas. The libraries should provide the highest quality study space on the campus. They should be of the forefront on information retrieval as demonstrated by the LUMINA system. The University capital request and budgetary priorities acknowledge and will continue to acknowledge the centrality of the library to a good learning environment. The library of a research university is an extraordinary resource in support of undergraduate education, an essential resource and absolutely necessary if we are to promote student appreciation for and involvement in research.

Other facilities also contribute to a good learning environment. We include here state-of-the-art classrooms and laboratories; safe, accessible, and comfortable study space; and meeting and lounge areas. These must be of sufficient quantity, quality, and distribution throughout the campus to support academic and extra-curricular activities. The Twin Cities campus recently completed a report on the status of study space. A similar report is just getting underway on classrooms. The findings of these reports must inform our overall facilities planning and influence the design and planning of individual building projects and renovation. We will develop an overall strategy for classrooms, meeting areas, and study space. We must make classroom renovations a high priority in our annual maintenance efforts and allocate enough dollars **up front** annually to fund a systematic upgrading of teaching facilities. Also, our facilities plans and capital requests to the legislature must give priority to classrooms, laboratories, and libraries that can accommodate and employ advanced instructional equipment and audio-visual technologies.



The University must be a physically attractive place to come to for study, work, and entertainment. This is especially critical for commuter campuses and a major challenge for us. We require safe and inviting outdoor space and recreational areas.

#### **6. How do we create a sense of community?**

Academic programming, advising, the campus environment, and extra-curricular programming are fundamental to our creating the sense of community called for by the mission statement. All must contribute in a deliberate and concerted way to our undergraduate's identity with the institution. Collectively they must instill a sense of common purpose and mission and demonstrate that students are an integral part of a diverse, national, and international community of scholars.

Creating a sense of community is a special challenge on the Twin Cities campus, located in an urban and metropolitan area with a substantial proportion of commuting students. The University of Minnesota in the Twin Cities is not Harvard or St. Olaf or the University of Wisconsin. The student day here is different. An inability to remain on campus for longer hours limits options and poses a special challenge that we are determined to meet. Better recreational facilities, including sports arenas, better short term facilities such as lounges or day access to dormitory space, and special programming are required. A major challenge for the new Vice President for Student Affairs will be to enhance the learning environment and to foster and strengthen the sense of community. He or she must coordinate extra-curricular activities with academic activities in order to attain the goals outlined in the mission statement and the Initiative. We expect to review the capability of our residence halls, campus organizations, recreational facilities, and student government to promote a sense of community.

Creating a sense of community also extends to life within the colleges and departments. Deans and department chairs, in particular, have a responsibility for fostering a sense of community among the faculty,

staff, and students.

We will enhance the sense of community by encouraging voluntary service. Voluntary service coupled to classroom activities is an effective way to relate undergraduate education at the University to real world problems and activities. In addition to helping the student become a future leader and citizen, it ties the University and the undergraduate experience directly to the local community and the state.

Finally, as the undergraduate experience of more and more students includes a scholarly relationship with some faculty member, the learning environment will be greatly improved and the sense of community will increase. Students will see themselves valued as an important part of the business of the University, not a distraction from research. They will participate in all three parts of the land-grant mission: teaching, research, and public service.

March 9, 1990

cc: Nils Hasselmo, President  
Members of the Board of Regents  
University Vice Presidents  
University Chancellors  
University Deans  
Members of the Senate Faculty Consultative Committee  
Members of the Senate Committee on Educational Policy  
Members of the Task Force: Strengthening Excellence Through Diversity  
Student Representatives to the Board of Regents  
Student Leaders on All Campuses  
Barbara Muesing, Executive Director and Corporate Secretary, Board of Regents

**President's Report  
to the  
Regents of the University of Minnesota  
Nils Hasselmo  
April 6, 1990**

Mr. Chairman, Ladies and Gentlemen of the Board, this morning's oral report will be brief, since I presented my comments on Women's Issues and Post-Consent Decree Planning, Tuition Policy, and the Initiative for Excellence in Undergraduate Education at yesterday's meeting of the Committee of the Whole. Each of these reports is appended to this morning's report.

**• Women's Issues and Post-Consent Decree Planning •**

My comments yesterday came down to these basic messages about the University of Minnesota's efforts to set diversity goals and meet them:

- We have made progress, but not enough.
- We can do better, the Board of Regents expects us to do better, and we will be carefully evaluated to make sure we do better -- in words, in deeds, in results.
- Our institutional culture has to change, more than it has in the past.

Those messages are clearly underscored by the resolution approved by this Board. It's a resolution that speaks to accountability. It will, indeed, be an instrument of accountability in future meetings, and it bears repeating now, as we begin a strengthened and more aggressive diversity agenda:

**Whereas the Regents of the University of Minnesota have adopted policies and programs committed to recognize and foster diversity in our teaching, research, and service, and**

**Whereas in his inaugural address President Hasselmo stated that diversity is integral to access to excellence, and**

**Whereas this month's report on women's issues provides a rich body of evidence that there have been accomplishments to recognize, but further challenges to recognize and address,**

**Now therefore be it resolved:**

**The Regents and administration of the University of Minnesota reaffirm their commitment to affirmative action as fully justified and essential to excellence and vitality within the University.**

**The Regents and administration further affirm their commitment to renew the environment of the University community and to achieve a community where each individual is treated with dignity, where individual potential is fulfilled, and where barriers to attaining personal achievements are removed.**

**The University of Minnesota as a community -- including the President, central officers, chancellors, deans, department chairs or heads, Senate, and chairs of search committees are vested with the responsibility to develop and retain a diverse community of faculty, staff, and students.**

**The performance of those responsible will be measured through an annual review of unit goals, and the product of these evaluations will be reflected in the reward system for both individuals and units.**

**The programs to increase diversity will be budget priorities for the University of Minnesota, and budget proposals that are developed shall reflect the commitment of the University to achieve excellence through diversity.**

**The Regents and administration of the University of Minnesota restate their commitment to existing programs that successfully promote diversity within the University and express the desire to expand and strengthen these current efforts.**

**The search process shall be reformed to ensure that it enhances the achievement of diversity at the University of Minnesota through the development of processes that are fair, open, timely, cost-effective, flexible, and respectful of the individuals who offer themselves as candidates.**

**The responsible officers of the University of Minnesota shall develop an aggressive recruitment program to bring talented individuals to the University, very specifically, women and minorities.**

## **• Tuition Policy •**

When the administration brings specific recommendations on the University's fiscal year 1991 budget to the Board next month, I think it is safe to say that the tuition recommendations will have been informed by the most thorough tuition policy examination the University has ever conducted. In my own comments, I sketched that eighteen-month process and the wide consultation it involved, and I summarized the key points in favor of seeking a single undergraduate tuition rate.

Now, in preparation of the recommendations we will make next month, the administration will weigh the good counsel we have heard from around the University and around this table. I doubt that we will find magic answers satisfactory to all concerned, but I am confident that the quality of the process will ensure a better product.

## **• Initiative for Excellence in Undergraduate Education •**

In presenting and discussing the Initiative for Excellence in Undergraduate Education, I asked a number of questions for discussion at the Board's January, February, March, and April meetings:

**What should the undergraduate curriculum look like?**

**Who should our students be?**

**How do we attract students and make it possible for them to attend and graduate?**

**How do we provide advising and counseling?**

**How do we assure quality teaching?**

**How do we provide a good learning environment?**

**How do we create a sense of community?**

**How do we know that we are improving undergraduate education at the University of Minnesota?**

Over these last four months, preparing, circulating, and revising the answers to these questions for presentation and discussion has had the cumulative effect of putting undergraduate education visibly "on the table." Some of the many good features of the education we now provide have been identified; several innovative projects already completed or underway have been recognized as models; some new issues have been posed; priorities have been spelled out; and our intentions have been made more clear. I'm very pleased to say that the process is working. From throughout the

academic community -- from units, from committees, from individuals -- creative ideas and encouraging responses are coming forward. As much as possible, these have been worked into the discussion papers that you have been examining, and they're still coming in as we proceed to the next steps.

Now the question is how to keep the Initiative on the table and off the dusty bookshelves. We will have failed if the Initiative becomes only pretty words about undergraduate education in a research university. We will make a difference only if the Initiative becomes another important part of the University of Minnesota's institutional culture -- part of the day-to-day manner in which we do business -- and the community's responses have been encouraging signs that it can and will.

Now, to put it bluntly, we have to take steps to modify the incentive and reward system, and we have to put the "teeth" into the Initiative. We have to define the proper chain of authority and responsibility. These steps will be the heart of the final chapter of the Initiative and where it goes from here.

Within the next few months, you should expect and receive an edited, and I expect somewhat slimmed down, version of the Initiative. It will then be used in our institutional planning and decision making process. The 1990-91 budget, which will be presented at the May meeting, will contain direct evidence of how the Initiative will influence resource allocation.

#### **• Status of Searches •**

##### **Chancellor, University of Minnesota, Waseca**

The search committee was appointed on March 26, chaired by Dr. Keith Wharton, Acting Dean of the College of Agriculture. I've charged the committee with a national search, requesting the recommendation of not fewer than three candidates by July 5, since my objective is making an appointment by September 1.

To recapitulate the other instructions to the committee, it is important that we identify an individual who can provide high quality academic and community leadership and who can contribute to developing and implementing the academic priorities of the entire University. I've stressed the importance of actively seeking out promising individuals, rather than only screening applications, as essential to our effort to recruit women and minorities. And I've asked Pat Mullen to meet early with the committee to provide her assistance.

In the meantime, the University of Minnesota's already substantial debt to Keith McFarland continues to grow as he serves in the interim as Deputy Chancellor. "Let Keith do it" may not be the more generally

popular version, but there is no doubt that it's been a University of Minnesota version for many years. As the Board members and countless others in the University and around the state know, Keith has been absolutely tireless in accepting new assignments -- and highly skilled in carrying them out.

### **Vice President for Agriculture, Forestry, and Home Economics**

Another key search has been successfully completed with this month's recommendation of the appointment of Dr. Gene Allen as Vice President for Agriculture, Forestry, and Home Economics. Gene has been a trusted and valued colleague since I came, and I'm happy to take his "acting" title away.

### **General Counsel**

Cherie Perlmutter, chair of this search committee, has forwarded three candidates to me, and we're moving into the interview process:

Ms. Surell Brady, Assistant Director of the Federal Programs  
Branch, Civil Division, U. S. Department of Justice

Ms. Ruth Ann Huntrods, Partner in the Twin Cities law firm of  
Briggs and Morgan

Mr. William J. Wernz, Director of the Office of Lawyers Professional  
Responsibility in St. Paul

### **Vice President for Health Sciences and Vice President for Student Affairs**

With both of these searches, we're still in the process of evaluating slates of candidates.

### **Dean of the School of Nursing**

This is a search I hadn't planned to report on, but I regret to announce the resignation of Dean Ellen Fahy, effective July 31. Dean Fahy has served with great distinction for ten years, and I have been very much impressed with her leadership in the development of the Nursing Ph.D. program and the School of Nursing's academic priorities planning. I will miss her administrative participation, but I'm glad to see that she will continue to serve on the faculty, and I hope I can count on her to give me good advice when the need arises. Acting Vice President Cherie Perlmutter will be appointing a search committee in the near future.

Appendices:

**"Women's Issues and Post-Consent Decree Planning"**

**"Tuition Policy"**

**"Initiative for Excellence in Undergraduate Education:  
Progress and Performance"**



## **Women's Issues and Post-Consent Decree Planning**

### **Board of Regents Committee of the Whole**

**April 5, 1990**

**President Nils Hasselmo**

Regent Casey has stated the University of Minnesota's challenge for gender and racial diversity with great eloquence and forcefulness. He made the challenge abundantly clear. The challenge is on the table now. It is a challenge to all of us, but I accept it first and foremost as a challenge to me -- to my administration and all the central and unit officers whose responsibility it is to carry out the policies of this governing board -- and the message is clear that you want aggressive leadership.

**This Board recognizes past accomplishments, but you know we can do better.**

**This Board knows that new accomplishments are vital to excellence in performing our mission, vital to our future competitiveness, and, most important, vital to our institutional conscience -- our ethical commitments.**

**This Board expects the right words, the right efforts, and the right results.**

I accept that challenge. I agree with it. It gives me all the tangible support and authority I need to get things done.

I said in my inaugural address that, as an educational institution, we have a fundamental responsibility to recognize, foster, and apply diversity in our teaching, research, and public service. Diversity is, therefore, an integral part of access to excellence -- basic to the idea of access, inherent in any sensible measure of excellence.

This month's reports on women's issues and post-consent decree planning provide a rich body of evidence on what's been done and what hasn't, on what works and what doesn't, on the very wide array of issues, problems, programs, and policies that cumulatively make up the University of Minnesota's track record of fostering diversity.

Taken together with Regent Casey's opening remarks, these reports come down to one basic conclusion. The institutional culture of the University of Minnesota must change.

It is, of course, already changing in many ways. Our academic planning has already embarked the institution on a course of change, and we have seen change in teaching, research, and public service. We will see much more, and much of what we will see also depends on other kinds of change in our institutional culture, as illustrated in other discussions in

this month's meeting regarding the "assessment ethic" that must pervade the University if we are to make a difference in undergraduate education.

That same "assessment ethic" -- that same attitude about accountability -- must apply to diversity goals. Moreover, it must apply to us, integrated into our own institutional setting, measured against our own goals. It may very well be that there are many other universities sharing similar problems. We may very well perform better than others. That's not good enough if we're not reaching our own expectations. We are a progressive university in a progressive state, expected to lead and to be held up as a model, and we ought not shy away from that role. It's not always easy to live in the "progressive fishbowl," but there is a certain pride in doing so.

Throughout the University, there has to be a clear understanding that diversity goals are not window dressing, that affirmative action is fully justified, essential, and in our enlightened self-interest in the competitive world of the 1990s.

The responsibility rests with me, with the central officers, with the chancellors, the Senate, the deans, the department chairs and heads, and the chairs and members of search committees and ultimately with all members of the University community as their actions have impact on recruiting, retaining, and developing a diverse community of faculty, staff, and students. In the final analysis, it is exercising that personal responsibility throughout the University community that changes the institutional culture.

In this chain of responsibility, performance will be measured. We will have annual reviews of unit goals, and line officers will be evaluated both for the setting of goals and the achievements toward reaching them. Those evaluations will be reflected in the reward system, both for individuals and units. The budget process gives us the tools, and we will make use of them -- more aggressively than we have in the past.

Programs serving diversity will be budget priorities. They, too, will be assessed -- rewarded where appropriate, strengthened where there is promise, or, if necessary, cut back or cut out to use our resources in more productive ways. When we bring specific budget proposals to you in May, you will see a number of program initiatives that support our diversity goals.

At this point, based on the work I have seen, I am supporting the continuation of the Commission on Women on the Twin Cities Campus and its new extensions on our other campuses. I am using the President's discretionary fund to support two women administrators who will attend the summer institute for women in administration at Bryn Mawr, and I hope we can find ways to support many more professional development efforts of this kind.

I'm serving on the Steering Committee for a new cooperative venture, linking fourteen historically black colleges and universities and eight midwestern universities in the development of collaboration in research. Recently, I participated in the National Science Foundation's Conference on Women, Minorities, and the Disabled in Science and Engineering. Activities like these have underscored for me the importance of working with groups at the national level, as well as with local groups such as the Minnesota Minority Education Partnership. We need to seek out these cooperative opportunities, because we are not alone in seeking diversity, and others' successes will in turn contribute to our own.

We are creating an institutional framework for the many efforts now underway at the University, and we will continue to report to you on those efforts over the next few months.

And, finally, recent experience makes it all too clear that our search committee process needs improvement -- maybe a general overhaul. It can be time-consuming and expensive, and after several years the outcomes are obviously uneven. Under the very best of intentions and the most thorough compliance with rules and procedures, we know that our process is often cumbersome, that it lacks flexibility, and that it can even prove to be more hindrance than help.

We need a search process that looks for talent, in general, as well as talent to fill a particular position that is open at a particular time. We need more flexibility to recruit talented people to positions that will be open, but may not be open at the moment. Here again, the imperative is for a more aggressive process, with creative uses of budget resources to respond when talented people are found, including, very specifically, talented women and minorities.

I am confident that we can, in fact, do much better. My confidence comes from the support I hear on this Board and from my personal interactions with the colleagues I depend upon.

One of these colleagues is Pat Mullen, Director of the Office of Equal Opportunity and Affirmative Action and an essential member of the President's staff. The important contributions to central administration that the Director makes can be further enhanced by her attendance and participation in the President's Cabinet meetings in that staff capacity, and I have asked her to do so.

Ms. Mullen has organized this morning's presentations on women's issues and post-consent decree planning, which she will introduce next. I would only add that my confidence that we can make significant progress in these areas is based in no small measure on the very quality of the presentations you will hear today:

**Equal Employment Opportunity for Women Committee, University Senate:** Laura Cooper, Professor, Law School

**Faculty Advisory Committee for Women:** Ann M. Burkhardt, Associate Dean and Associate Professor, Law School

**New Efforts in the Institute of Technology:** Sally Kohlstedt, Associate Dean and Professor, History of Science and Technology

**The Minnesota Plan II and the Commission on Women:** Janet Spector, Associate Professor of Anthropology and Special Assistant to the Senior Vice President for Academic Affairs and to the Director of Equal Opportunity and Affirmative Action

**Center for Advanced Feminist Studies:** Sara Evans, Professor of History and Director

**Minnesota Alumni Association:** Steve Goldstein, President

# **Tuition Policy**

April 5 - Committee of the Whole

## **• The Process •**

|                |  |
|----------------|--|
| November, 1988 | Original Tuition Study Group Commissioned                      |
| February, 1989 | Interim Report on Tuition                                      |
| March, 1989    | Minority Report  |
| April, 1989    | Board of Regents Discussion                                    |
| May, 1989      | Board of Regents Discussion<br>"Report on Tuition"             |
| October, 1989  | Study Group Reconvened; More Faculty, Students                 |
| February, 1990 | Board of Regents Discussion<br>"Study Group Report on Tuition" |

Since February 9, the "Study Group Report on Tuition" has been presented to the following groups:

Senate Consultative Committee  
Senate Committee on Educational Policy  
Senate Finance Committee  
Minnesota Student Association Forum (2)  
Student "Speakout"  
Task Force on Diversity.

The discussions and debates on tuition policy have been open, rational, and appropriately spirited. There is informed support for the recommendations from students, faculty, and administrators, there are thoughtful conditions and reservations offered, and there is firm opposition. The process has been a good one.

## • The Product •

### Single Campus Undergraduate Tuition Rate

- **Simplicity** - T. C. Campus currently lists 33 undergraduate rates -- 18 of them at different figures.
- **Comparability** - Our current tuition rate structure may be the most complex in the country; most universities have single -- or at least far fewer undergraduate rates.
- **Educational choices rather than price choices** - Far too many U of M students are opting for lower priced enrollment, missing the advising, co-curricular, and internship activities of the programs they are seeking.
- **Access to courses, advising, other activities** - That's the *quid pro quo* in moving to single rates for each campus.
- **Removes retention disincentive** - Students would no longer face a price increase as they move to the next level.
- **Encourages enrollment in higher cost programs that are important to the state** - Agriculture, natural resources, biological sciences, natural sciences, engineering
- **Eliminates cost spiral in higher cost programs with decreasing enrollments** - Enrollment decrease means cost/student increases, tuition increases, tuition gap increases, more students opt for lower cost programs.
- **Recognizes that costs vary more within colleges than across colleges** - In CLA, psychology is half the cost of comparative literature; in IT, math is far lower than Chemical Engineering; in Ag, Agricultural Economics is far lower than Animal Science.

## • **Ensuring Access to the University** •

- Continue efforts to improve federal financial aid programs.
- Continue efforts to improve state financial aid programs.
- Launch fund-raising effort, the proceeds of which dedicated to student financial aid.
- Examine alternatives available to expand employment opportunities for students demonstrating financial need.
- Loosen bottleneck on emergency loan fund.
- Consider allocating institutional funds for non-repayable aid as part of the budget process.

## • **Ensuring Access Within The University** •

- Specific new funding proposed for course access, systemwide.
- 30 "bottleneck" courses in Duluth, 71 in Twin Cities.
- These funds will give temporary solutions while more permanent funding is being identified.
- Possible Twin Cities targets: School of Management; IT for math, chemistry, computer science; CLA for composition, languages, psychology.
- New funds to Duluth, Morris, CLA, GC, IT, that will provide better course access through permanent funding.

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INITIATIVE FOR EXCELLENCE IN UNDERGRADUATE EDUCATION: PROGRESS AND  
PERFORMANCE

Nils Hasselmo, President  
University of Minnesota

Today, we examine the seventh and last question posed in the Initiative for Excellence in Undergraduate Education: *How do we know that we are improving undergraduate education at the University of Minnesota?* A simple answer is: "we measure!" We establish performance benchmarks and a timetable for reaching our goals for all of the areas discussed in the Initiative. We devise measures that demonstrate our progress toward our goals. We need to evaluate our programs and performance on a continuous basis and use the results of these efforts for further improvement.

The University has been doing a lot of measuring. We have established benchmarks for many of our goals; we have set timetables for their realization in our collegiate plans and task force reports. Deliberately and systematically, we are learning where we are making progress and at what rate. We are adjusting our plans for improvement accordingly.

A hallmark of my administration has been "accountability." A sound strategy for measurement and evaluation of our performance and progress is fundamental for "accountability". It is a necessary element in a well-conceived plan for excellence in undergraduate education.

The purpose of today's discussion is to elaborate on our choice of measures and principles that guide our effort to demonstrate and understand how and why we are improving undergraduate education. I want to encourage a proper climate for assessment and measurement. I want to emphasize the need to employ



indicators that reflect and measure the University's commitment to diversity, access, and excellence. I want to demonstrate that we are making progress, especially to our students.

In formulating this Initiative, I have deliberately emphasized the perspectives and aspirations of our students. The seventh question is no exception. Thus, it is important that we understand who the "we" is in the seventh question. "We" is a lot of groups. It is the Board of Regents, central and collegiate administrators, faculty and staff, the governor and legislature, the public in general, women, and minorities, all of whom want an answer to today's question. But most of all, "we" refers to our students. Establishing criteria and measures of quality in undergraduate education that make sense only to University administrators and public leaders will not suffice. We must have criteria that reflect our students' priorities, their needs, and most importantly, their **student experience**. In short, we must be sure to answer a variant of the seventh question: *How do our students know that we are improving undergraduate education at the University of Minnesota?*"

Before I continue, I will reiterate some of the assumptions underpinning the Initiative and this discussion. This is a draft. The principles outlined here are intended to serve as a framework for a discussion with the Board of Regents and, subsequently, other University and community groups. Some ideas and emphases are new. For the most part, we build on previous planning and current initiatives to improve all aspects of undergraduate education. Your ideas and recommendations, along with those that we receive from others, will be incorporated into further refinements of the Initiative.

### **Basic Considerations**

Reliable, valid, and useful measures. Students taking courses in social science methodology are soon taught the importance of using measures that are reliable, valid, and useful. Reliable measures give the same result time after time, application after application. Valid measures measure what we intend them to

measure and are reliable. Useful measures have practical and valuable applications. Our strategy for measurement must satisfy these criteria.

It is quite easy to enumerate a list of *caveats* in the area of assessment and measurement. Reliable measures are not necessarily valid measures; valid measures must be reliable; some measures are neither reliable, valid, or useful. It is too easy to be misled by an appearance of reliability, validity, and usefulness. Also, measures of failure are a lot more compelling than measures of success, certainly in the form of headlines.

Class size is often used as an indicator of quality undergraduate education. Smaller classes are supposed to mean better education. It is not clear that class size is a valid measure of instructional quality since research does not confirm that students learn more in smaller classes. Making all of our classes smaller will not, by itself, improve undergraduate education at the University. Quality instruction can be provided in large classes; poor instruction can occur in small classes.

Timely completion of a bachelor's degree or the four-year graduation rate is sometimes used as an indicator of institutional performance. Used properly, it can help us identify barriers, for example, "bottleneck" courses or inadequate financial aid, that prohibit students who want to finish in four years from finishing in the preferred time. But it can also be a mischievous indicator that fails to recognize the needs of nontraditional students or students who shift majors when they realize that they have greater interest and potential in a new area of study. Retention rates and graduation rates must be used with similar caution. Especially on an urban campus, students drop out of school, temporarily and permanently, for a wide variety of reasons, many of which have little to do with the University and its programs. Our student body is changing. It is more diverse, older, with changing needs and aspirations.

How do you measure "faculty commitment" or a departmental ethos that demands high quality

instruction and advising of undergraduate students? Departmental ethos and faculty commitment are preconditions for much of what we aspire to in this Initiative. How do you measure "inspiration of students", which often is realized by students and a faculty member's colleagues years after the event? These key components of quality undergraduate education are extremely difficult to measure. And yet they may be the most important factors for the success of the Initiative.

This is not an argument against assessment. Rather it is a caution that we must approach the task with common sense and realistic expectations.

Quantitative and qualitative measures of excellence. Quantitative measures are readily understood and relatively easy to construct and use. More than most, these measures convey to our students that the University is making progress. For example, we need to substantially reduce the student/advisor ratio; many of our academic departments have too few faculty to serve the number of students enrolling in their courses or who have elected to major in the discipline; we have too few courses in areas such as foreign languages creating graduation "bottlenecks"; we have a substantial shortfall in library study space; we want to increase the opportunities for students to engage in research and to participate in community service projects; we have established a goal of doubling the number of faculty of color by 1994 and to increase the percentage of students of color in the student body; we want to have as many students study abroad as we have international students on campus, meaning that we need to increase participation in study abroad from 900 to 3,000; and our graduation and retention rates are too low. In all probability, improving these numbers and ratios will signal an improvement of the quality of undergraduate education at the University.

Quantitative measures can also have drawbacks. In the 1960s and 1970s, higher education statistics emphasized enrollment figures and almost ignored the need for indicators of quality. The emphasis was on quantity rather than quality. More meant better -- more students, more departments and disciplines, more degree options, and more research. The 1980's brought home the negative consequences of defining

excellence in terms of quantity -- over-extension and an inability to sustain quality.

The University of Minnesota mirrored the national trend. Beginning in the mid-1980s, however, we began to concentrate more on the quality of undergraduate education. "Commitment to Focus" was a focal point of this effort to redirect our resources toward quality. In the last five years, we have increasingly created and implemented measures of quality in such areas as preparation requirements, study space, training of teaching assistants, and student experiences. An adequate quantity of study space means little if the quality is poor; how many teaching assistants are being tested and prepared for classroom instruction is undermined if the tests and preparation are poorly conceived. Measures of quality must be applied to all areas of the Initiative. Measuring quality, however, is far more difficult than measuring quantity.

Establishing benchmarks. Benchmarks are baselines from which to measure progress. We have some data that can be used as benchmarks; we need to establish more formal benchmarks and to place them in a comparative perspective with data from similar universities. The survey of seniors who graduated in the Spring of 1989, for example, indicates that 24.4% of our seniors would go elsewhere if they were given the opportunity to start college all over again; 26.3% do not know a single faculty member well enough to ask for a letter of recommendation; 31.1% rate introductory level instruction (1-000 level courses) fair or below; 40.3% rate lower division advising as good or above. Criteria as well as benchmarks for the quantity, quality, and distribution of study space are found in the Report of the Ad Hoc Committee on Student Space. A similar study is being undertaken for classrooms. These data and reports are not gratifying benchmarks, but they do give us a clear point of departure and a sense of urgency to improve undergraduate education.

How many measurements are needed? Given the complexity and diversity of the University, as well as the seven facets of this Initiative, no single indicator is going to give us the one piece of information that we need to answer the question I am posing today. Multiple sources of information are necessary. At the same time, the number of dimensions we measure should be manageable.

At this time, we are using graduation rate as the most easily understood and most important index of quality. We have put in place a sophisticated retention and graduation rate data base that gives us information about the University as a whole, about individual campuses, and about colleges. It demonstrates how different groups of students are doing: new freshmen versus new transfer students; males versus females; and majority students versus students of color.

Since it may take several years before we see dramatic changes in graduation rates, we plan to use retention rate, especially from the freshman to the sophomore year as an intermediate index of progress. Retention rates are more sensitive to changes in the institution than are graduation rates. Looking at retention rates gives us a target for improvement activities, namely the freshman year experience. Many of the changes currently underway on our campuses, such as changes in the orientation process, are directed at making the freshman year better for all students. Recent retention statistics suggest that these efforts are having the desired effect.

A word of caution is in order. Our goal is to improve the educational experience for each student who decides to enroll on one of our five campuses. However, in our eagerness to change and to document results, we must avoid becoming discouraged when we do not see dramatic changes overnight. At the same time, we must not become complacent when a single indicator shows improvement, especially if we are using complex measures like graduation and retention rates.

#### **Principles That Guide Our Measurement Of Performance And Progress.**

As we proceed to improve the quality of undergraduate education, we must reach a common understanding of the principles that guide our efforts to answer the question: How do we know that we are improving undergraduate education at the University of Minnesota?

**A first principle is that we emphasize indicators of quality that reflect the unique characteristics of undergraduate education provided on a particular campus. Measurement must help demonstrate how each campus of the University is satisfying its mission.**

Our challenge is to "fashion a role to fit our strengths" in undergraduate education that is consistent with our commitment to diversity, access, and excellence. How we assess improvement must be based on a clear sense of what is important to us in our undergraduate program. Since our undergraduate programs must fit our undergraduate mission, so too the measurement of our successes and failures must be consistent with the University's mission.

For example, the Twin Cities campus is a research university that has an important undergraduate mission in the state. How does that research emphasis relate to our undergraduate mission? How does it translate into the interests our undergraduates bring to the University? What research experiences do they have while they are here, and what they do when they leave our institution? We want to document, for example, the percentage of our undergraduates who have a research experience in programs such as the Undergraduate Research Opportunities Program and other similar programs on campus.

In a similar vein, we need to have more information about the nature and scope of the international focus of the University, how students benefit from the urban setting of the Twin Cities campus, how frequently students engage in community service activities, and the consequences for students and those served. We know that the diversity of the University's programs, courses, and extra-curricular opportunities is an important factor in students' decisions to attend the University. How effectively do we help them take advantage of the options available to them on each of our campuses? This particular set of indicators is something we need to emphasize more than we have in the past, since we must have a clearer sense of how well we are doing relative to our unique mission in undergraduate education.

**A second principle is that we include indicators of quality that reflect the perceptions of our internal and external constituencies about what is good and bad about undergraduate education on a particular campus. Of particular importance here are indicators of quality that relate to student concerns.**

We know that there are negative views about class size, about the instruction of lower division students by teaching assistants, and about closed classes, among other commonly held strong feelings about the Twin Cities campus. We need to provide accurate information about class size and closed courses. How big are they? How many courses closed and in what fields? We need to establish benchmarks and goals, and we need to demonstrate clearly and regularly how we are meeting our goals.

We also need to balance these negative perceptions, and sometimes misperceptions, with information about those aspects of the University that are our strengths: the breadth of our course offerings; the quality of our faculty; and the diverse opportunities available to students. We also need to take a more active approach in communicating to our students and the public about what is good about undergraduate education at the University and when we are making progress on something that is perceived to be a problem at the University.

**A third principle is to develop evaluation systems and measures that include inputs (e.g., student characteristics and library collections), processes (e.g., classroom activities and faculty contact), and outcomes (e.g., graduation rates and post-graduation activities) that relate to undergraduate education. If a system does not include all three components, we cannot know what contributes to desired outcomes. It is not enough to report performance and progress. We need to understand why, or why not, improvements are occurring, and we need to adjust our actions accordingly.**

We are collecting data on inputs. Currently in place is a system that indicates students' preparation at

entry into the University. We have a data base that permits us to study what students experience (e.g., coursework and other experiences) while they are here. Last Fall, we conducted a freshman survey that gave us information about the expectations and attitudes of new freshmen on the Twin Cities campus.

We also need to continue to examine carefully our funding patterns. Are our financial resources directed toward serious problems in undergraduate education? Funds to improve large classes, to reduce the advisor/student ratios, and to improve retention rates for students of color are three examples of financial inputs that affect quality.

In terms of processes, we are in the midst of studying why students drop out of the Twin Cities campus after their freshman year. We want to determine whether we could have retained some of those students and how students' work experiences affect their academic success and progress. We also want to know why significant numbers of students with enough credits to graduate have not received baccalaureate degrees. We are developing a pilot project to see if it is feasible to develop a more coordinated approach to evaluating academic advising on the Twin Cities campus.

In terms of outcomes, our Retention and Graduation Rate Reporting System and the Bachelor Degree Candidate Survey give us important information about retention and graduation rates and how our baccalaureate graduates evaluate their University experiences. A few of our departments do exit interviews with soon-to-graduate seniors to learn more about students' overall experiences in their majors. Most of the colleges on each of our campuses have in place systems to collect employment and job-related information from recent graduates, although additional work is necessary to get better information about the subsequent educational experiences of students who graduate from the University.

The fourth principle is to delegate, as much as possible, major responsibility for designing and implementing measures of performance and progress, as well as development programs, to those who are



**charged with the improvement of undergraduate education.** Measurement must be relevant to those who effect change. It should inform their planning and performance.

Measurement serves multiple purposes. On the one hand, it gives us a "snapshot in time" about our performance. We can compare our "snapshot" with similar institutions. On the other hand, measurement can tell us whether our strategies for improvement and investment in resources are having a desired effect. This is critical information for the people who are directing change in undergraduate education. They must have measures that are meaningful and work for them, and they must have resources to plan for and execute improvements.

In many of our undergraduate colleges and departments, efforts are underway to evaluate the quality of teaching. We need to support and encourage individual faculty, departments, colleges, and campuses in these efforts to expand teaching and learning assessment. The faculty must be encouraged and supported in their efforts to develop departmental and collegiate strategies for the improvement of teaching. These strategies must have a measurement component that satisfies the principles laid out in the Initiative.

The Teaching Assistant English Program and departments with large numbers of international teaching assistants, in collaboration with Academic Affairs, are evaluating how well their efforts to increase language and teaching skills of international teaching assistants are working. They will tell us whether and why the current training makes a difference in the classroom. They will also recommend changes and new levels of funding for further improvement.

Some measurement is more efficiently and effectively undertaken centrally, by the various offices of Central Administration. Whenever we develop central systems that reflect on the quality of undergraduate education, we must be sure that results are available at the level at which change can occur. In most cases, this means providing departmental data about aspects of undergraduate education. It also means that the

design and implementation of measures of quality undergraduate education requires consultation and collaboration with administrators, faculty, and students.

**A fifth principle is that, whenever feasible, we support existing programs that measure improvement of undergraduate education.** We have programs in place at the University that give us useful management information about courses, faculty, and resources, but we have not used some of these systems to give us information that tells us about the quality of what we are doing. We need to modify these systems rather than putting our limited resources into developing totally new systems. We might, for example, wish to add to LUMINA's capacity to get information about the frequency with which undergraduates are using the computerized reference system.

The Office of the Registrar and Management Planning and Information Services are working together to use registration statistics reports to document changes in class size and the frequency with which students encounter closed classes. We need to use course registration statistics in other ways to identify courses or types of courses in which there are high failure or withdrawal rates, and to document the effectiveness of course placement procedures. And we need to use space planning reports to document our success in increasing the quality of student study spaces on campus.

For more than a decade, the Graduate School has had an extensive graduate program review process that has included an undergraduate component. Plans are currently being discussed about how to increase the undergraduate education component of the Graduate School's Program Review Process.

**A sixth principle is that we need to balance the need for indicators that give us confidence we are improving with the need for indicators that suggest how we might improve even further.** When we have graduation rates we can be proud of, we must not conclude that our task is finished. More and better information about undergraduate education can be a powerful stimulus for continual change.

Improvement is a continuing process that must identify the changing demands we are faced with in providing a top quality undergraduate experience. On each of our campuses, we must work toward an ethic that encourages all of us to identify and use information that can lead to institutional change.

**How will we know when we are improving undergraduate education?**

- \* When a better prepared and more diverse student population comes to the University, stays on our campuses after the first year, and graduates in a more timely fashion;
- \* When we can point to specific funding and institutional changes to improve identified weaknesses;
- \* When more of our departments have a shared culture that values excellence in undergraduate education;
- \* When our academic and student support services and our teaching are evaluated more positively;
- \* When what students do while they are here is more consistent with our objectives for undergraduate education; and
- \* When our graduates more frequently continue in advanced degree programs, value lifelong learning, lead satisfying lives, and contribute to the social and economic well-being of the state and the world.

Improving undergraduate education must be a shared agenda within the institution: on individual campuses; in every college; in every department; and for individual faculty, staff, and students. The Office of the Senior Vice President for Academic Affairs and the Office of the Vice President for Student Affairs

supports and encourages those efforts. So too, our quest for good information about the results of our efforts must be a shared responsibility. Those playing a major role in the effort include the Vice Provost for Arts, Science and Engineering, the Vice President for Student Affairs, the Vice President for External Relations, the Council of Undergraduate Deans, the Dean of the Graduate School, and the University Senate. By working together in this shared cause, we can develop additional strategies that document the effects of our present efforts and identify areas in need of further improvement.

Expanding our systems to look at the inputs, processes, and outcomes connected to undergraduate education will help us estimate the quality in our undergraduate programs. It is a requirement that is necessary to help us achieve the goals articulated in this Initiative for Excellence in Undergraduate Education. It is a challenge that we accept.

**President's Report  
to the  
Regents of the University of Minnesota  
Nils Hasselmo  
May 11, 1990**

Mr. Chairman, Ladies and Gentlemen of the Board, it is just a coincidence of scheduling that brings us to the University of Minnesota Landscape Arboretum today. But this month's agenda includes important matters of renewal and new developments that seem particularly appropriate to discuss in this positive spring setting.

Before I go further with my report, I must thank Professor Peter Olin and the staff and volunteers of the Landscape Arboretum for being such wonderful hosts. As I suggested in a speech I made here last summer, Peter hosts these meetings at some risk. Each time we meet here, there are mutterings about moving central administrative offices.

**• 1990-91 Budget •**

Yesterday's presentation of next year's budget proposal was, for me, and I hope for you, a confirmation of real progress in both process and substance.

In process, this budget proposal presents the total financial picture that Senior Vice President Donhowe began working toward last year. What you see now is what he promised then, a budget plan grounded in broad consultation, with the kind of detail and display that makes the total budget more understandable and the budget plan more useful as a principal means of carrying out our substantive planning.

In substance, this budget proposal does, in fact, put our money where our mouth is. Within the state resources made available in the 1989 session (as adjusted in the 1990 session), the reallocations we intend to make within our budget, and the tuition and other income actions proposed, the 1990-91 budget plan is driven by academic priorities, not the other way around. As it should be, it's a means to an end, not an end unto itself. It's designed to support our stated goals and objectives -- our academic substance. It's designed to take that substance as far and as fast as we think we can go next year within our fiscal realities. That's certainly not as far as we'd like in many areas of needed improvement, but it's a carefully crafted next step.

Most of all, it's a managed plan, not random or accidental growth. It's our plan, not someone else's. It's not as pretty as the Arboretum's gardens, but it's a careful, rational, and accountable way to get on with our mission.

• 1990 Legislative Session •

I believe it is important to give credit to the 1990 legislature for supporting higher education in general and the University of Minnesota in particular. The session began with ominous possibilities for large budget cutbacks. Against that background, the final results can only be seen as supportive -- as an indication that legislators take seriously the importance of higher education. No budget reduction is welcome news when program demands are high and program improvement investments are being made, but we are faced with a reduction that we think we can handle through reallocation from non-instructional budgets. The reductions will not be easy, but we can at least minimize the impact on academic priorities.

The legislature also granted us the flexibility we requested for investing the Permanent University Fund. That must be seen as continuing the legislature's support of the public/private partnership that was the key to the success of the Minnesota Campaign.

And last, but certainly not least, the capital improvements bonding bill provided authorization for projects totalling \$71.5 million. This gives us a chance to make some of the facilities improvements that we have requested to support academic priorities. There again, like the budget plan, it's important to say that we have tried to develop facilities plans to support academic plans, not to recognize simply the length of time projects have been standing in line.

The funding approach is new, and I deliberately said that the authorization gives us a chance to make some improvements. We will have to come up with one-third of the debt service costs. That responsibility won't be easy to meet. It's very clear that this approach made possible more capital improvement authorization by the state than would have been possible under the old way of doing business, but it also places the new responsibilities to find resources for debt service on the institutions, and to establish a timetable for construction based on the availability of University resources.

On balance, I would nevertheless sum up the 1990 session's actions as reinforcing. I sensed general reinforcement for higher education, not just its basic importance to the state, but also in the directions the higher education systems are taking. Legislators minimized the necessary budget cuts, supported capital improvements, and supported cooperative efforts through the appropriation for the higher education center in Rochester. Those actions add up as a general vote of confidence that I find encouraging.

I'd like to express my appreciation to Vice President Rick Heydinger and our new Director of State Relations for their lobbying efforts and my special thanks to Assistant Vice President Vilis Vikmanis for interrupting

his work in the Health Sciences to so successfully coordinate our 1990 session's capital improvements presentations.

**• Initiative for Excellence in Undergraduate Education •**

Over the last several months, the Initiative has been a regular fixture on the Board's agenda, and I must say that's another major source of encouragement. We've been engaged in an extended public discussion of substantive educational issues. The quality of that discussion is precisely what I hoped in presenting the Initiative. The continuing discussions, both in our Board meetings and throughout the University community, have fleshed out the issues and elicited the very kinds of thoughtful suggestions that I hope to capture as we move from preliminary discussions to a longer term statement of our teaching mission. We've made a good start that is broadly supported, both inside and outside the University, as illustrated by both our budget plan and actions of the 1990 legislature.

Now that the questions raised in the original draft of the Initiative have been addressed in the discussion documents of our last four meetings, I will be preparing a consolidated and revised version of the Initiative for the June meeting of the Board. Then we will produce final copy for broad distribution on and off our campuses.

**• Meeting of the Association of American Universities •**

Last week's meeting of the Association of American Universities, the 57 leading research universities in North America, made it clear that we are by no means alone in turning increased attention to undergraduate education. Among the national education associations, A.A.U. has a tradition of emphasizing graduate education and research, but what was distinctive about this meeting was the fact that undergraduate education was the major topic.

The efforts being made by the University of Minnesota are paralleled in other major research universities. Although we face some unique challenges -- the Twin Cities Campus being a major commuter campus -- we are part of a national trend.

My conclusion -- I think shared by other presidents -- is that research universities face a special challenge, the opportunity to combine high quality research with high quality education -- including a special opportunity to provide undergraduate education that is strengthened through the research environment. Our own "Initiative for Excellence in Undergraduate Education" comes down to two fundamental directions:

- making basic improvements to undergraduate teaching and learning in its own right -- quality improvement goals that we share with all colleges and universities, public and private, and
- making the best use of the University of Minnesota's unique strengths as a research, land-grant institution whose public service, research, graduate education, and professional education programs can enable and shape a special undergraduate experience.

With individual variations, it's obvious -- and encouraging -- that other research universities are moving in these same directions.

### • Searches and Personnel Actions •

Budgeting, legislative actions, and planning documents are all proper demands on the Board's attention, but leadership staffing is also a matter of very special concern. It takes people to carry out plans and policies -- people who can be held accountable for doing so.

Assembling the central administrative leadership team has been a long process that is still not completed, but it's too important to rush, and we have the luxury of good people who have been able to fill in as the process moves along.

As I explained in my letter of April 16, I have terminated the search for a new **Vice President for Health Sciences**. One of the four finalists withdrew, and the other three finalists, while qualified, did not receive the breadth of support that I believe is required for this leadership post.

I have asked Acting Vice President Cherie Perlmutter to work with the Health Sciences Deans and Directors to develop a platform updating Health Sciences plans for the next decade. On the basis of that platform -- and the process of developing it -- we should be in a better position to select a permanent vice president for this outstanding sector of the University.

The search for a new **Vice President for Student Affairs** is proceeding, with interviews being conducted this month.

At this month's meeting, I am recommending the appointment of **Mr. Gordon M. Donhowe as Senior Vice President for Finance and Operations**. When Gus Donhowe was appointed to this position in February of 1989, it was with the understanding that the appointment would be temporary, and that a full national search would be conducted under Affirmative Action and Equal Opportunity guidelines. I have consulted closely with Ms. Pat Mullen and Professor Warren Ibele, chair of the search committee and the Faculty Consultative Committee, to be sure those guidelines were followed carefully. From the search process and from his



most impressive performance over the last fifteen months, I am now completely satisfied that Gus is the best candidate for permanent appointment.

Also this month, I am recommending the appointment of **Ms. Surell Brady, Esquire, as General Counsel**. Ms. Brady currently serves as Assistant Director of the Federal Programs Branch, Civil Division, of the U. S. Department of Justice. Her federal government experience matches very well the types of legal issues we face as an institution. Ms. Brady also brings a valuable area of experience I may not have expected from a candidate for Legal Counsel -- extensive international experience that includes Denmark, Ivory Coast, Yugoslavia, Cyprus, the Soviet Union, and the People's Republic of China.

I want to express my personal gratitude to Bill Donohue for his superb service as Acting General Counsel during this search. This has been an extraordinarily difficult assignment that he has accomplished with distinction.

Finally, I'm very pleased to call your attention to yet another recommendation in this month's supplementary docket, the appointment of **Mr. Gerald Fischer as Associate Vice President for Development and Chief Executive Officer of the University of Minnesota Foundation**. This has always been a key leadership position, more obviously so since our Minnesota Campaign experience, and it's importance can only grow in the future as our fund-raising activities become even more directly integrated into our efforts to provide resources for high quality teaching, research, and public service.

#### • Athletic Facilities Resolution •

Shifting now to a policy matter, one that involves future fund-raising, I'd like to comment on the following resolution, introduced this morning:



## **REGENTS OF THE UNIVERSITY OF MINNESOTA**

### **ATHLETIC FACILITIES RESOLUTION**

**WHEREAS**, the existing facilities for men's and women's intercollegiate athletics on the Twin Cities Campus of the University of Minnesota are inadequate and antiquated, and

**WHEREAS**, the University of Minnesota is committed to compliance with Title IX of the Education Amendments Act of 1982 with regard to facilities for women's intercollegiate athletics, and

**WHEREAS**, a committee appointed by President Nils Hasselmo and chaired by Senior Vice President Gordon Donhowe has evaluated athletic facility needs and various options to meet those needs, and

**WHEREAS**, the Regents of the University of Minnesota have received and considered proposals from the City of St. Paul and the Metropolitan Sports Facilities Commission, and

**WHEREAS**, the University of Minnesota is committed to adequate replacement athletic facilities that are not financially supported by tax dollars, and

**WHEREAS**, the University recognizes the importance to the student athlete to be part of the University community, and

**WHEREAS**, it is essential to the vitality of the entire intercollegiate and recreational sports program that athletic facilities be located in proximity to each other on campus, and

**WHEREAS**, the location of the major intercollegiate athletic activities on campus more fully integrates those activities in the community life of the University,

**NOW THEREFORE BE IT RESOLVED,**

That on the recommendation of the President and the Senior Vice President for Finance and Operations, the appropriate administrative officers are authorized to proceed with the development of on-campus sports facilities consisting of a new arena for hockey, the renovation of Williams Arena for basketball, and the renovation of Mariucci Arena to create a sports pavilion, all within a total budget of thirty-seven million dollars,

That this option ensures facilities for both men's and women's intercollegiate athletics and recreational sports, and further,

That this project will be funded by revenue generated by the use of these new or renovated facilities and approximately five million dollars from donors who support these activities on campus.

**May 11, 1990**

In briefest form, I think we are faced here with clear realities:

- Our Williams and Mariucci Arena facilities are presently inadequate for hockey, men's basketball, and women's basketball.
- Those facilities are also inadequate for women's volleyball, men's wrestling, and men's and women's gymnastics, as well as most of the other uses scheduled in them.
- Those facilities are needed for both competition and practice.
- Time demands on student-athletes are already substantial without adding travel requirements to off-campus sites.
- There is strong feeling, both on-campus and among season ticket-holders, that no more intercollegiate sports should be moved to off-campus sites.
- Replacement and renovation will have to be done without state tax dollars, and it is feasible to do so.

To those realities, I would add the perception -- one that I think is very widely shared -- that on-campus sporting events do play an important role in building and maintaining a sense of University community, certainly a challenge to a commuter campus located in the middle of a large metropolitan area.

I certainly agree with the comment from the City of St. Paul delegation that the University of Minnesota's "campus" extends beyond our designated campus boundaries. That is, indeed, essential to the land-grant university concept, and our programs reflect such an extended campus in hundreds of ways. I find it gratifying to see that acknowledgement, I find it gratifying to see that our communities want to offer their public facilities for our use, and I regard it as totally appropriate for community leaders to pursue off-campus alternatives aggressively.

Taking all of these into account, my recommendation is to stay on campus with a replacement/renovation project that we can finance ourselves through facilities revenues and private fund-raising. We can meet the facilities needs for both men and women -- for both competition and practice -- and extend the useful lifetime of Williams and Mariucci Arenas for thirty years. And we can continue to concentrate our requests for state tax funds on academic priorities.

I appreciate the Board's willingness to hold the special meeting on April 16 to hear the proposals from the City of St. Paul and the Metropolitan Sports Facilities Commission and the comments from the representative of the Minnesota Timberwolves. It was important to provide that opportunity for public presentations, just as it is important to acknowledge that this entire planning and decision-making process has been fully public since its inception.

I want to extend my appreciation to all of those who developed and presented proposals and testimony. To be sure, there were elements of local competition in this process, but there has also been a strong and balanced sense of trying to serve mutual best interests

I know that those people backing off-campus alternatives will be disappointed by the on-campus development, but I also know that we can serve the interests of students and spectators from throughout our larger community, and I know that better competition facilities -- even on campus -- will continue to serve the local economy generally. In those respects, there are no losers in this decision.

#### **• Reserve Officers Training Corps •**

As I indicated in my letter of May 7, 1990, I want to propose another resolution for Board action this morning, as follows:



## **REGENTS OF THE UNIVERSITY OF MINNESOTA**

### **R.O.T.C. RESOLUTION**

**WHEREAS**, the Regents of the University of Minnesota adopted the inclusion of the words "sexual orientation" in the University of Minnesota's affirmative action and equal opportunity policy on May 9, 1986, and

**WHEREAS**, the Regents recognize the important role of the Reserve Officers Training Corps on campus, and

**WHEREAS**, the Reserve Officers Training Corps, operating under federal military regulations, currently excludes enlistment applicants on the basis of sexual orientation, and

**WHEREAS**, the University of Minnesota Senate, on November 16, 1989, requested the University administration to "...place the matter on the national agendas of the appropriate educational associations and the Minnesota Congressional Delegation, with the objective of resolving the conflict on our campus, as well as at other universities," and

**WHEREAS**, the President of the University of Minnesota and the presidents of other universities have brought this matter to those national education associations, and those associations have directed their appropriate executive officers to send a letter to the U. S. Secretary of Defense stating the discriminatory nature of the current federal policy and requesting a change, and

**WHEREAS**, the University of Minnesota's federal relations liaison has contacted the Minnesota Congressional Delegation to investigate a legislative remedy to remove the discriminatory provision,

**NOW THEREFORE BE IT RESOLVED** that,

The Regents of the University of Minnesota reaffirm the University's affirmative action and equal opportunity policy, and

The Regents endorse the actions of the University administration to resolve the conflict between federal military regulations and University policy, and

The Regents further support the efforts of the University administration to join in coalition with other universities and colleges through national educational associations to seek to change the federal regulations and to eliminate such discrimination, and that further,

The President report back to the Regents as appropriate on the progress to eliminate such discrimination.

**May 11, 1990**

This is a matter of ensuring that persons are judged and evaluated on the basis of individual qualities and merit, rather than by predetermined categorical exclusions.

**• Curricular Decision Making: The Case of the Humanities •**

Another controversy that has received attention in the University community in recent weeks is a dispute over the curriculum in the Department of Humanities.

It is a sign of health for an institution that important curricular issues receive attention. Only through full and open discussion can we arrive at a curriculum that best meets the needs of our students.

Decisions concerning the curriculum, by specific delegation from the Board of Regents, rest with the faculty of the University, in consultation with students through student representation on curriculum review committees and councils, and within the colleges' administrative structures -- in this case, the College of Liberal Arts Dean's Office. Actions on curricular matters must be taken through these well-established mechanisms.

We must observe the rights of individual faculty members to teach in accord with their best professional judgment. In constructing the curriculum, a proper balance must be struck between the rights of a department to determine what courses should be taught and the rights of colleges, and ultimately the campus and the University, as a whole, to determine what degree programs should be offered and what the general education and subject matter requirements for various degrees should be.

These various aspects of the curriculum can be dealt with properly only in an environment that fosters full and free debate, careful consideration of the facts, and -- when necessary -- acceptance of majority

decisions by the appropriate curriculum committees and councils. Inflammatory rhetoric and simplistic advocacy, let alone any form of coercion, are harmful to the decision making process, and, of course, totally inappropriate in an educational setting.

Perhaps I may venture to make a reference to two themes that I identified in my inaugural address last fall. The two themes were, first, the need to build on our traditional missions, but to ensure continuing renewal within those traditional missions, and, second, the need to preserve unity while recognizing and celebrating diversity.

The study of literature and the arts is a central part of our traditional educational mission, and part of what creates a sense of unity in our society. In my view, our students should have the opportunity to study the literary and artistic traditions that are part of our history as a society, and that express many of the values on which our society is built. But, successive generations of writers and artists within these traditions have questioned, challenged, refined, and changed the understanding of basic values among previous generations, and that process must continue. Our students must be informed about new ways in which our traditions are questioned, challenged, refined, and changed.

It is important that the perspectives of men and women whose contributions have often been neglected in the past be recognized; this will enrich our students' understanding of what our diversity means. It is important that traditional critical methods be supplemented with new approaches to the study of literature and the arts. The students must learn to understand the nature of critical analysis; they should not be indoctrinated with one methodology or one ideological point of view.

I trust that all parties in conflicts such as the one over the Humanities Department curriculum will address these and other issues through well-established decision making bodies and in a spirit of reasoned discussion and a willingness to find workable solutions.

#### • Events •

Before I conclude, I'd like to comment briefly on some recent and upcoming events.

On April 16, Ms. Pat Mullen and I went to Waseca to meet with the search committee for a new Chancellor. This was a good opportunity to discuss the goals and guidelines for this important search. As I mentioned last month, the committee is chaired by Professor Keith Wharton, Acting Dean of the College of Agriculture, and I can assure the Board that the committee is off to a good start.

On April 18, I had the honor of presenting the keynote address to the 1st Annual State Conference on Human Resource Management at St. Cloud.

On April 24, I went to Duluth, in part to give the keynote address to an Earth Day conference, and through the very well organized efforts of Darryl Sczepanski, UMD's Director of Alumni and Media Relations, I was also able to participate in a press conference, an open forum with UMD faculty, staff, and students, a meeting with the planning group for the Minnesota Plan II, and a reception for legislators, donors, administrators, faculty, and staff. Regent Grahek, as usual when I visit this part of the state, graced all these occasions with his presence and introduced me to many of the local leaders.

On the next day, Regent Grahek and Mr. Sczepanski brought me back up to Virginia for a radio talk show, another press conference, a joint meeting of Rotary and Kiwanis clubs, a meeting with Minnesota Extension Service and Agricultural Experiment Station personnel, and a discussion of the UMD Business Innovation Center.

Back on the Twin Cities Campus on April 26, it was my pleasure to make welcoming remarks to the Winton Symposium, funded by David and Penny Winton, and sponsored by the University's Center for Austrian Studies. The symposium's especially timely topic was "Great Power Ethnic Politics: The Hapsburg Empire and the Soviet Union," and it brought to our campus -- to our students, staff, and faculty -- a most distinguished group of international scholars.

On the 28th, I gave the keynote address to the District 595 Conference of Rotary International, speaking about our mutual interests in international education programs.

On May 2, I had another keynote speech opportunity, this one for the first annual research conference of the University of Minnesota Center for Transportation Studies. This center is in our Department of Civil and Mineral Engineering, and it's directed by Dick Braun, former Minnesota Commissioner of Transportation. It's funded by oil company overcharge reimbursements to the state, and this first research conference included reports on 72 research topics, 29 of them by University faculty members from 13 different departments.

On May 5, I attended the meeting of the Harry S. Truman Library Institute Board in Independence, Missouri. Along with the presidents of the University of Iowa, the University of Missouri, the University of Nebraska, and the University of Oklahoma, I hold an *ex officio* seat on that board.

One of our students, Ms. Johanna S. Reed, has received a Harry S. Truman Scholarship to pursue research on the 33rd President of the United States. The Library maintains extensive library, archival, and museum facilities focusing on the American presidency and especially the fateful years of 1945 to 1953.



President Truman's own life illustrates the importance of the study of history. He was an avid reader of history and acknowledged the importance of this study to his ability to make decisions that would determine the fate of the world in his era and beyond. While few of our undergraduates may be destined for roles like Harry S. Truman's, we are nevertheless reminded that an understanding of history is essential to our understanding of the present. This is a lesson to heed as we evaluate and develop the undergraduate curriculum.

And finally, I was back in Duluth last Monday, this time for the distinct personal pleasure of delivering the annual Alworth Lecture at UMD. In a sense, it was "back to the 1960s" for me, since I spoke on "The Swedish Immigrant Community and Its Language in Minnesota," the research area that I was pursuing when I first joined our faculty.

Now I'd like to conclude with an advertising message. Last year, Karen Wolff, Director of the School of Music, invited me to sponsor what I hope will be a long tradition, a "President's Spring Concert" to showcase University musicians. This year's concert is Monday, May 21, at 8:00 p.m. This free concert is in Northrop Memorial Auditorium, this year featuring the University Symphony Orchestra with guest conductor Gustav Meier, graduate student soloist Clemens Doll playing cello, and violin soloist Amy Oshiro, a special high school student studying with faculty members Almita and Roland Amos. I'd like to extend you my personal invitation to join us.

**President's Report  
to the  
Regents of the University of Minnesota  
Nils Hasselmo  
June 8, 1990**

Mr. Chairman, Ladies and Gentlemen of the Board, it's not been a quiet week in Minnesota. Minnesota has been in an extraordinary national and international spotlight -- and looking "pretty good."

From the University's perspective, we were naturally disappointed that we were unable to host President and Mrs. Gorbachev and their party on campus, but there were important consolations. Along with their colleagues from other institutions, a large number of University faculty members were sought out and used as expert resources on a wide range of topics. Many of our faculty and staff members and close friends in the community were involved in planning, assisting, and attending the Gorbachev events. And, while it is clearly too early to speculate on long-range outcomes, there certainly is every reason to be optimistic about academic exchanges, cooperative research opportunities here and in the Soviet Union, and economic development in general.

The University's Duluth and Twin Cities campuses already have substantial academic relationships with the Soviet Union, and we have faculty members and centers with considerable expertise in Soviet affairs. These are summarized briefly in the appended fact sheet, "Activities with the Soviet Union," provided by our Office of International Education. I would call attention to the obvious growth in the number of Soviet researchers on our campuses -- 35 this year, compared to only 4 last year -- but this year's number of Soviet students -- only 2 -- indicates room for future growth.

Of course, I discussed all this in great detail with President Gorbachev in our 5-1/2 second meeting at the airport.

There was, I must add, another very important side to Sunday's visit and the preparations leading up to it -- a tangible "sense of community" in working together on an exceedingly complex enterprise, and well-deserved sense of pride in pulling it all off. That's wider, of course, than the sense of community we are seeking in the University, but this sense of "Minnesota community" is relevant and informative to our efforts.

One of the six principles the Carnegie Foundation study recommends for developing a sense of community is that we should be a *"celebrative community, one in which the heritage of the institution is remembered and where rituals affirming both tradition and change are widely shared."*

The month of June is surely our most active "celebrative" time. Within a few more days, we will have held 25 commencement ceremonies across the University of Minnesota, conferring over 4,600 degrees, which brings this academic year's total to 10,478.

I don't have to tell this Board about the excitement, satisfaction, and sense of community in those celebrations; by our count, Regents will have attended all 25 of those June commencements, and I thank you most sincerely for that perfect attendance record.

### • Recognition of Achievements •

This month's meetings have extended the celebration of achievement even more -- much more -- to the point where I simply do not have the time in my oral report to mention all the individuals who were honored in our meetings. They are all listed in my written report, but I want to emphasize another form of Regents' recognition that goes well beyond personal introductions and presentations of certificates.

In extremely important ways, the substantive actions taken by this Board this month are programmatic recognition of the values and personal commitments of those we have honored. They are priorities, action steps, and institutional changes that carry the message, "we recognize your individual achievements, and we also recognize our institutional responsibilities to support those values and program directions in the future."

The **Regents' Professorship**, the **Horace T. Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education**, and the **John Tate Awards for Undergraduate Academic Advising** are all recognitions of the highest quality performance of our academic mission.

How appropriate it is to honor these recipients at the same monthly meeting when the **Initiative for Excellence in Undergraduate Education** was endorsed and when the **1990-91 Budget Plan** was approved, emphasizing Academic Priorities and the Undergraduate Initiative!

In the athletic area, we have recognized individual and team achievements in the same meetings where the Board approved the project to remodel **Williams and Mariucci Arena** and build a new **Hockey Arena**, and when further steps were taken on the continuation of the **Recreational Sports Complex**. And these come in a month when we have dedicated the new **Aquatics Center** and as we near completion of the new **Track** and all the other preparations to host 13 of the events of the **1990 U. S. Olympic Festival**.

Beyond the physical facilities and the competitive events, this is also the month for important initiatives in athletic policies and programs, the **Report of the Ad Hoc Committee on Intercollegiate Athletics** and what I regard as very important athletic reform developments coming out of this week's meeting of the **Council of Ten of the Big Ten Conference**.

• **Recognition of Achievements** •

**Regents' Professorship**

Richard J. Goldstein, Regents' Professor of Mechanical Engineering

**1989-90 Recipients of the Horace T. Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education:**

Lisa D. Albrecht, Assistant Professor of Arts, Communication, and Philosophy, General College

William R. Charlesworth, Professor, Institute of Child Development, College of Education

Terrence Collins, Professor of Arts, Communication, and Philosophy, General College

James F. P. Cotter, Associate Professor of Geology, Division of Science and Mathematics, University of Minnesota, Morris

Laurie Schultz Hayes, Associate Professor of Rhetoric, College of Agriculture

Alan B. Hooper, Professor of Genetics and Cell Biology, College of Biological Sciences

Suhas V. Patankar, Professor of Mechanical Engineering, Institute of Technology

Louis H. Pignolet, Professor of Chemistry, Institute of Technology

Douglas F. Robertson, Associate Professor of Science, Business, and Mathematics, General College

Muriel B. Ryden, Associate Professor, School of Nursing

**1990 Recipients of the John Tate Award for Undergraduate Academic Advising:**

Elayne Donahue, Director of Academic Counseling, Intercollegiate Athletics

Lawrence H. Smith, Professor of Agronomy and Plant Genetics, College of Agriculture

Diane Wartchow, Counselor Advocate, General College

**The University of Minnesota Forensics Team** - Second Place, Presidential Sweepstakes, National Forensic Association's National Individual Events Tournament, 1990:

|                     |                   |                  |
|---------------------|-------------------|------------------|
| Craig Bartz, CLA    | Gregg Bodnar, CLA | Karl Ebert, CSOM |
| Charles Gerlach, IT | Kris Husby, CLA   | Terry Meyer, IT  |
| Holly Nelson, CLA   | Nancy Root, CLA   |                  |

Kathryn Elton, Coach  
Sandra Stafford, Assistant Coach

**Women's Intercollegiate Athletics, Twin Cities Campus** - Teams, individuals who are Big Ten Champions or competed in NCAA Championships:

Cross Country

|            |               |              |
|------------|---------------|--------------|
| Jenny Alby | Heather Doyle | Laura Duffy  |
| Sarah Rank | Chris Rowe    | Becky Runion |
| Ann Westby |               |              |

Gary Wilson, Coach

Volleyball

|                   |                 |                |
|-------------------|-----------------|----------------|
| Angie Conklin     | Emily Ahlquist  | Karen Lushine  |
| Lori Miller       | Angie Hanna     | Dawn Thompson  |
| Sharon Oesterling | Chris Schaefer  | Becky Lindberg |
| Cathy Childs      | Heather Benning | Karen Staab    |

Stephanie Schleuder, Coach

Swimming/Diving

|              |                  |              |
|--------------|------------------|--------------|
| Linda Oegema | Tami Grewenow    | Lynn Newton  |
| Uta Herrmann | Shannon Heringer | Laura Herman |
| Lisa Davis   | Julie Sullivan   |              |

Jean Freeman, Swimming Coach  
Doug Shaffer, Diving Coach

Track and Field

Rachel Lewis

Gary Wilson, Coach

Gymnastics

Cathy Zolkowski - Big Ten Floor Exercise Co-Champion

Marie Roethlisberger - NCAA Uneven Bar Champion

Katalin Deli, Coach

**Men's Intercollegiate Athletics, Twin Cities Campus**Big Ten ChampionsGymnastics

Tony Brough

Leif Carlson

Rob Hanson

Jeff Weltzin

Korey Bannerman

Mike Farina

Mark McKiernan

Dan Zimpfer

Alexander Caputo

Mike Graham

John Roethlisberger

Fred Roethlisberger, Coach

Teams and Individuals Qualifying for NCAA ChampionshipsBasketball

Walter Bond

Junior Graves

Kevin Lynch

Melvin Newbern

Willie Burton

Mario Green

Robert Martin

Jim Shikenjanski

Richard Coffey

Connell Lewis

Rob Metcalf

Nathaniel Tubbs

Clem Haskins, Coach

Hockey

Sean Fabian

Lance Pitlick

Peter Hankinson

Trent Klatt

Larry Olimb

Grant Bischoff

Scott Bloom

Eric Means

Tom Newman

Jeff Pauletti

Tom Pederson

Dean Williamson

Jake Enebak

Ben Hankinson

Doug Zmolek

Jason Miller

Brett Strot

Jeff Stolp

Nick Gerebi

Ken Gernander

Cory Laylin

John Brill

Lance Werness

Travis Richards

Luke Johnson

Jon Anderson

Scott Nelson

Doug Woog, Coach

Swimming/Diving

Bill Asmus  
Matt Moseman  
Scott Tripps

Del Cerney  
Paul Nelsen  
Make Zarns

Jay Fischer  
Sean Quackenbush

Dennis Dale, Coach

Track

Tim Arinze

Carson Hoefft

Chris Murrell

Roy Griak, Coach

Wrestling

Chuck Heise  
Jeff Balcom

Marty Morgan  
Ben Morris

Dave Zuniga

J. Robinson, Coach

Baseball

Ryan Lefebvre  
Brent Gates

Brian Raabe

Dan Wilson

John Anderson, Coach

### • The Arena Project •

This month's Board authorization to proceed culminates months of study, both of on-campus alternatives and the use of existing community facilities. I am fully confident that the best decision has been made.

These much-needed improvements of on-campus facilities serve our student-athletes, both men and women, and hopefully will serve to further the sense of community we need on the Twin Cities campus. The facilities will be far superior for both competitors and spectators, and the financing package is both feasible and cost-effective -- and involves no tax dollars.

I am especially grateful to Gus Donhowe and those who worked with him on this project, and we are all gratified by the support we have received from both the University community and the community at large.

### • The Aquatics Center •

Last Friday's dedication of the new natatorium was certainly another milestone in the improvement of our athletic and recreational sports facilities. It's heartening to hear Recreational Sports Director Jim Turman's comment that "it's already regarded as one of the top 3 swimming facilities in the country," even if he is being modest.

You may recall that the financing of this project included \$3 million in state funds, allocated through the Minnesota Amateur Sports Commission, and conditioned on completion of the center in time for the U.S. Olympic Festival. Obviously it was, to the credit of everyone involved in the project, but I'd like to express special appreciation to Clint Hewitt and his staff in Physical Planning for keeping it all together.

### • The U. S. Olympic Festival •

The 1990 U. S. Olympic Festival runs from July 6 through July 16, and as I mentioned earlier, the University will host many of the events:

- Basketball
- Volleyball
- Team Handball
- Roller Skating
- Baseball
- Track and Field
- Swimming
- Diving
- Synchronized Swimming
- Water Polo
- Tennis.



In addition, the plaza areas north and west of Morrill Hall will be the central areas for Olympic souvenir sales, so that's where you will find Clint Hewitt that week, working the crowds in search of pins for his collection. And each evening, the mall will feature band concerts, so that's where you may find me.

On any given day of the Festival, we may have 20,000 or more guests on campus, including 1100-1400 media people. We're housing 1700 athletes and 150 officials and staff in University dormitories, where our Food Service is geared up to provide as much as 10,000 calories a day to young people who don't gain an ounce from that kind of diet. Any feelings of jealousy about that should be tempered with the realization of what they have to do to burn all that energy.

It is inevitable that this much activity will produce some disruption of normal University activities, but Housing Director Chuck Lawrence has been chairing a planning group that is doing everything possible to minimize problems. On balance, we think the University will benefit from being a central location for so many of the Festival activities. We think the larger Minnesota community will also benefit, and we're happy to do our part.

#### • Report of the *Ad Hoc* Committee on Intercollegiate Athletics •

As I said earlier, this has also been an important time for athletics policies. We have now received the report of the *Ad Hoc* Committee on Intercollegiate Athletics, which Regent Casey and I appointed in February (1) to review the steps that have been taken to strengthen the mission, policies, and management of intercollegiate athletics on the Twin Cities campus, and (2) to identify issues of overriding importance for future implementation to ensure that the University of Minnesota has appropriate intercollegiate athletics programs.

The committee stressed four conclusions:

1. "The University needs to combine a straightforward recognition of honorable intercollegiate athletics at the NCAA Division I level as part of its tradition with commitment to the support mechanisms necessary to assist recruited athletes to be successful students.
2. The committee strongly endorses as its major recommendation the development of a model program of academic support for 'high risk' students.
3. There needs to be greater integration of intercollegiate athletics with the structure and mission of the University. This includes faculty involvement in budgetary review, and the utilization of coaches and athletic directors in campus governance.

4. In reviewing intercollegiate athletic programs, the committee recognizes there has been improvement in the last two to four years regarding the academic progress of student-athletes at the University of Minnesota."

These conclusions, plus the recommendations flowing from them, are especially helpful. They confirm encouraging progress. They emphasize the integration of intercollegiate athletics into the academic community. They speak to actions we can take as a campus, as well as the reform agenda we address with other institutions. And most important of all, they focus on the needs of the students, especially students at risk.

It is a pleasure for Regent Casey and me to accept this report, and I certainly accept the charge for the administration to report back to the Board this fall on progress toward implementing the committee's recommendations.

#### • Council of Ten of the Big Ten Conference •

I'm very pleased to report that progress is also being made on the intercollegiate athletics reform agenda at the conference level. The Council of Ten, the Presidents and Chancellors of the Big Ten universities, met last Monday in Iowa City.

As you know, we voted to confirm the addition of the Pennsylvania State University to our conference, a step designed to strengthen the conference both athletically and academically. I believe firmly that both will happen. Penn State is a fine institution in both respects, very much committed to the reform agenda that the Council of Ten also voted to endorse and to pursue seriously -- as individual institutions, as a conference, as members of the NCAA Division I.

The reform agenda is a package of legislation resulting from the March meeting of Conference Commissioners. The Council of Ten resolved to encourage the NCAA Presidents Commission to sponsor and actively support that package at the 1991 NCAA Convention, and we urged the Commissioners to work with the Presidents Commission to draft additional reform legislation for the 1992 and 1993 NCAA Conventions. Specifically, the Council of Ten urged that the reform agenda address the following:

- Reduction in time demands placed upon student athletes.
- Increased academic standards.
- Cost reduction.
- Restructuring of the recruitment process to reduce costs, increase the reliability of student evaluation, and improve the integrity of the process.

Taken together, our own campus initiatives -- the 1986 President's Task Force on Intercollegiate Athletics, the responsible and responsive performance of Athletics Directors Chris Voelz and Rick Bay, and the *Ad Hoc* Committee on Intercollegiate Athletics -- plus the reform initiatives at the conference and national levels, do promise real progress. But, this is still only a modest beginning. The Big Ten Conference and the University of Minnesota must continue to work for much more substantive reforms. Presidents and Chancellors must work with Faculty Representatives and Athletic Directors to make it happen.

### • Committee on Institutional Cooperation •

Also on Monday at Iowa City, the Big Ten, joined by the University of Chicago, convened as the Committee on Institutional Cooperation, the academic consortium that has linked our eleven universities for over thirty years.

Among the matters on this meeting's agenda was the Alliance for Success, C.I.C.'s coalition with six historically black institutions. With funds from the Lilly Endowment, Inc., we are developing cooperative ways to enlarge the number of minority faculty through faculty interactions, curriculum projects, multi-year honors programs, and the expansion of the Summer Research Opportunities Program. Related to this effort, we heard a report on C.I.C. members' responses to a survey on successes and problems in achieving diversity, covering general issues and both faculty and student recruitment and retention.

I'd also like to refer you to a C.I.C. publication entitled Values Added: Undergraduate Education at the Universities of the C.I.C., which I'm distributing. This, of course, closely parallels our Initiative for Excellence in Undergraduate Education, and you'll find here yet another indication that the University of Minnesota is far from alone in seeking to define and improve the special kind of undergraduate experience that major universities can provide.

### • Status of Searches •

Earlier, you approved the appointment of **Dr. Marvalene Hughes as Vice President for Student Affairs**. Dr. Hughes is currently serving in the same capacity at the University of Toledo, and before that, I knew her as Associate Vice President for Student Affairs at the "other" Arizona institution, Arizona State University.

Dr. Hughes is widely recognized in the field of student affairs and counseling for her contributions, not only to the institutions in which she has served, but also to one of the national organizations in these professional areas.

I'd like to thank the search committee, and especially its chair, **Dr. Carol Pazandak**, for giving me the opportunity to add a very talented colleague to the administrative team.

Dr. Hughes will start on August 16, and I must also thank **Acting Vice President Nick Barbatsis** for agreeing to continue serving in that role till then. Nick's service has been exemplary, and he has enabled us to maintain essential continuity, particularly on the development of the undergraduate initiative over these last several months.

I'd like to take this opportunity to also pay tribute to **Dr. Jeanne Lupton**, who retires this month as Interim Associate Vice President for Student Affairs and Special Assistant to the Senior Vice President for Academic Affairs and Provost, surely one of the longer titles in University history -- and one that tries, unsuccessfully, to capture the breadth of Jeanne's contributions to a very wide range of University endeavors.

Jeanne's remarkable career in the University is testimony to her reputation as one of those special people who can be asked to take on virtually any task. She started as Assistant, then Associate Professor of Social Studies in General College. Then, as Associate Professor and Professor, as Director of Student Services, and as Assistant to the Dean in the College of Biological Sciences, she was probably the University's best liaison to the secondary schools and the other colleges and universities. She was Peter Magrath's always steady "right hand" in the President's Office, always a source of sound advice and the staff resource who could get things done. As Dean of the General College, "Dean Jeanne" was the force behind the College's successful move -- at long last -- to its new home in remodeled and expanded Appleby Hall, and the development of General College's academic plans. And most recently, of course, she's been an experienced, knowledgeable, and most effective voice for Student Affairs.

On a personal note, Jeanne Lupton is one of the most extraordinary friends and colleagues I've ever known. I don't like to lose her as a most valued member of the administration, but I cannot think of anyone who deserves more thoroughly the relaxation of retirement.

We have more bittersweet farewells this month.

**Carol Campbell** is leaving her position as Associate Vice President for Finance and Controller and Treasurer to become Vice President and Treasurer of Carleton College. In six short years that may seem longer to Carol, she's also been Director of Accounting, Vice President of RUMINCO, Ltd., a member of the Finance Committee of the University of Minnesota Hospital and Clinic, and, from April, 1988, to February, 1989, Acting Vice President for Finance and Operations.

Carol leaves with the administrative experience of, as the saying goes, "interesting times," and she leaves us with a very much brighter future in financial management, due to the highly skilled work she has accomplished in developing the University's financial and management information systems.

**Dolores Cross** is leaving as Associate Vice President for Academic Affairs and Associate Provost, with Special Responsibility for Minority Affairs, to become President of Chicago State University. Dolores has been in office less than two years, but she has been the key person in our efforts toward diversity. She has confirmed the wisdom of the Taborn Report, but more importantly, she has been the organizing force in its further development and implementation.

As with Carol Campbell, it has been Dolores' performance here that attracted the attention of another institution, and we have one more case study in higher education's competitive talent search -- and one more search to conduct. We will proceed immediately with that search, with Dr. Dennis Cabral temporarily leaving his position as Executive Director of Policy Analysis in Dr. Cross' office to serve as Acting Associate Vice President and Associate Provost.

The search committee for the **Chancellor, University of Minnesota, Morris**, is conducting interviews with four candidates this month. If all goes well, I may have a recommendation for that position for next month's meeting.

Last Saturday was the **Jack and Lucy Imholte Celebration** in Morris, and despite wind gusts that were noteworthy even by Morris standards, "a good time was had by all." Consistent with Chancellor Imholte's established tradition, this was very much a celebration of students, faculty members, and staff members, with heavy emphasis on performances and displays of artistic talent. And true to form, Jack Imholte emphasized the contributions and primary importance of the faculty and staff members in "the trenches," stressing that he is "stepping over" to his faculty role, not stepping down as Chancellor.

The search committee for the **Chancellor, University of Minnesota, Waseca**, is at the stage of receiving and reviewing applications and nominations, with a June 11 deadline. The committee is hoping to have a slate of finalists ready for me by late July.

Later this summer, we will have another celebration, this one for **Ed and Shirley Frederick**, to honor their long service to the University, to the Waseca campus and community, and to Greater Minnesota. Ed Frederick is, of course, founding Provost/Chancellor of the Waseca Campus, creating from the very beginning a "sense of community" characterized by his often-stated campus slogan, "This place is for students."

• **Budgets, Buildings, and the Initiative: Unfinished Business** •

My final comments this morning deal with the unfinished business with respect to University budgeting, capital improvements, and the implementation of the Initiative for Excellence in Undergraduate Education.

You have approved a budget for 1990-91 that represents the administration's best efforts:

- to address the long-range plans laid out in our Academic Priorities;
- to move ahead with the undergraduate initiative;
- to continue our efforts in regard to equity and diversity;
- to continue the improvements in management and accountability;
- and to improve the fundamental quality of the University's teaching, research, and public service efforts.

As Senior Vice President Donhowe has explained very directly, we still have much unfinished business.

We face a continued need to reallocate our resources in order to meet the goals set by Academic Priorities. Beyond those financial requirements, we do not fully know either the amount or the sources of funds that will be necessary to meet our diversity goals and the goals of the undergraduate initiative. And on top of those pressures, it is perfectly clear that we still face very substantial pressure to improve compensation for faculty and staff members.

We are also faced with the new requirements to meet our share of the debt service for capital improvements authorized by the 1990 legislature, and we continue to face the problem of financing the operating costs of new or expanded space.

On the planning side, we have to integrate the plans of all five campuses into a systemwide version of Academic Priorities, and we have to begin framing academic plans for the period 1993 and beyond. And throughout all of these planning and implementation steps, we must emphasize accountability, developing and using the best possible measurement strategies that will keep us on track, on schedule, and fully apprised of how far we've gone and how far we have to go.

• **Recognition of Student Representatives to the Board of Regents** •

This is the final Regents' meeting for the eight 1989 Student Representatives to the Board:

**Randy Benson**, Physical Planning and Operations Committee

**Larry Gunderson**, Finance and Legislative Committee

**Michael Holland (Vice Chair)**, Faculty, Staff, and Student Affairs Committee

**Kent Janssen**, Finance and Legislative Committee

**Alice Pegel**, Faculty, Staff, and Student Affairs Committee

**Randall Peterson (Chair)**, Physical Planning and Operations Committee

**Rick Revoir**, Educational Planning and Policy Committee

**Sarah Schloegel**, Educational Planning and Policy Committee.

In addition, **David Minkinen** served as a Student Representative until mid-year, when he accepted the position as the University's Student Lobbyist.

I want to express my appreciation to all of these young women and men -- and especially to Randy Peterson as Chair -- for their thoughtful and energetic participation in University governance. Meeting together as a group and participating separately in the meetings of Board committees, these young people have continued the tradition of providing valued advice and counsel to the Board and to the administration. They have represented student views effectively, not only on "student issues," but on the full range of governance issues considered by the Regents.

I know that their service as Student Representatives has been important to the Board and the administration. I also know that service has meant considerable sacrifice in time and energy, certainly complicating their careers as students. I hope and trust that their direct involvement in University governance has also contributed substantially to their educational experience, providing leadership experience that will extend their service to the University and the community.

**Appendix: University of Minnesota Activities with the Soviet Union**

# UNIVERSITY OF MINNESOTA

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## ACTIVITIES WITH THE SOVIET UNION

The University of Minnesota has a firm and long-standing commitment to international research, teaching, and service. Over the past two years, long-standing shared interests with academic institutions in the Union of Soviet Socialist Republics have grown rapidly into stronger ties in a variety of fields. The following are highlights of current collaborative activities. The University's goal is to sustain and strengthen Soviet-Minnesota academic programs and relationships.

### Institutional Exchanges and Programs

Zelinsky Institute of Organic Chemistry, Moscow. An agreement established with the Duluth campus in September 1989, to promote exchanges of faculty and publications.

G. V. Plekhanov Leningrad Mining Institute. A university-wide exchange agreement established in April 1989, to promote exchanges of faculty, students, publications, and materials. Primary fields to date have included the Institute of Technology, the Department of Geology and Geophysics, and the Minnesota Geological Survey.

M. V. Lomonosov Moscow State University. An agreement established in June 1989 with the Midwest Universities Consortium for International Activities (MUCIA), of which the University of Minnesota is a member institution. It supports joint scientific activities and exchanges of faculty and students university-wide.

Soviet Academy of Science, Institute of Physiologically Active Substances, Chernogolovka (Moscow region). An agreement with the Duluth campus Department of Chemistry established in January 1990, to promote exchanges of faculty and materials.

### Current Faculty & Staff Activity

In the College of Agriculture, faculty are cooperating with Soviet scholars in several fields.

- Karen Brooks, Agricultural & Applied Economics, specializes in Soviet agriculture and has regular contacts with Soviet agricultural economists at the Lenin All-Union Academy of Agricultural Sciences.
- Paul Li, Horticultural Science, received support from the U.S. Academy of Sciences for three months of research on plants in low-temperatures in 1987 at the Institute of Plant Physiology in Moscow; he then hosted a colleague in 1988.
- In the departments of Plant Pathology and Agronomy & Plant Genetics, scientists Meronuck, Putnam, and Orf are working with plant breeders from the Ukrainian Research Institute of Agriculture, the All-Russian Research Institute of Lupines, and the deputy general of commerce. Activities include a symposium in the Twin Cities, a tour in the Soviet Union, and database development.
- The Department of Soil Science has received several visiting scientists interested in nitrogen fixation and other topics, including heads of the All-Union Research Institute of Agricultural Microbiology, the U.S.S.R. State Committee on Science and Technology, and the All-Union Research Institute of Agricultural Microbiology.

*(continued)*



## UNIVERSITY OF MINNESOTA

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•John Nieber, Agricultural Engineering, will present a paper co-authored by faculty Newcomb, Civil & Mineral Engineering, and Baker, Soil Science, and graduate student Xu Xia at a joint U.S.-U.S.S.R. conference on environmental hydrology and hydrogeology at the Leningrad Mining Institute, in June.

In the College of Home Economics:

- Family Social Science faculty hosted seven Soviet social scientists in 1988 and began to co-author a book on families in America and the Soviet Union. In 1989, the seven Minnesota counterparts (faculty Boss, Danes, Detzner, Maddock, D. Olson, Zimmerman, and Assoc. Dean Hogan) traveled to the U.S.S.R. with Minnesota Lt. Governor Marlene Johnson to continue the project and their collaborative research. The Soviet researchers are from Moscow State University and the U.S.S.R. Academy of Sciences.
- The Department of Food Science and Nutrition recently hosted a scientist from the Institute of Biotechnology in Moscow.

In the Health Sciences:

- The College of Veterinary Medicine cooperated with the College of Agriculture to host a delegation of Soviet researchers in 1989, and it is now exploring a U.S.-Russia Veterinary Medical Exchange through the Midwest Universities Consortium for International Activities (MUCIA) with the V. I. Lenin All-Union Academy of Agricultural Sciences.
- Arthur Caplan, director of the Biomedical Ethics program, has hosted a Soviet delegation and visited the Soviet Union.
- The Medical School on the Duluth campus continues a relationship with a partner institution in Petrozavodsk.
- Faculty in the Twin Cities campus Medical School have participated in exchanges of research investigators.

In the Office of Academic Affairs, faculty interest and activity in the Soviet Union have been wide-ranging.

- The Supercomputer Center and the Institute of Technology hosted ten Soviet business leaders in May.
- Faculty in the Carlson School of Management specialize in Soviet transportation history (Beier), Minnesota-U.S.S.R. business opportunities (Erickson), and Soviet plant operation (Hill).
- In the College of Liberal Arts, activities have ranged from study of Soviet popular culture in sociology (Brooks) and Cold War relations in American studies (L. May), to child development research (Pick, Tapp, Collins), to visits and collaboration between the School of Music and the Leningrad Conservatory of Music. The Symphonic Wind Ensemble will visit Northern Europe and Leningrad in June led by director Bencriscutto, and Northrop Auditorium will host the Leningrad Philharmonic Orchestra in October. School of Music faculty members Remenikova and Braginsky are natives of the Soviet Union.
- College of Biological Sciences faculty (Smith) and students have done work related to the Soviet Union.
- Geri Joseph, former U.S. ambassador to the Netherlands and senior fellow at the Humphrey Institute, will coordinate a series on Soviet-American relations for the Mondale Policy Forum next fall.

On the Duluth campus, Alexis Pogorelskin specializes in Russian history and recently lectured in Moscow. Institute of International Studies director Douglas Nord and associate director Joyce Benson will travel to Petrozavodsk in June as part of their continuing exchange relationship with the university there.

### **Soviet Nationals at the University of Minnesota**

In 1989-90, 37 Soviet nationals resided at the University of Minnesota. Most were research scholars; two were students. This represented a dramatic increase from only four Soviet visitors the previous year. Of the total, 20 were affiliated with physics and related fields, eight with mathematics, four with biochemistry, two with engineering, one each in microbiology and entomology, and two in sociology.

### **Curriculum & Library Resources**

The Department of Russian and Eastern European Studies, College of Liberal Arts, offers study of Russian, Polish, and the Iranic and Turkic languages of Soviet Central Asia. Courses on the literature, history,

geography, politics, and economics of the Slavic world and Soviet Central Asia also are taught. The department offers a major and a minor in both Russian language and literature and in Russian area studies. Degrees at the B.A. and M.A. level are offered. Faculty specializations include geography (J. Adams, R. Adams), history (J. Brooks, Noonan, Rudolph, Stavrou, Wright), immigration history (Vecoli), Slavic languages (Corten, Donchenko, Jahn, Polakiewicz, Prokopov), Soviet Central Asian studies (Bashiri), child development (Pick), and German (Liberman).

The Duluth campus Institute of International Studies focuses on "Northern Circle" countries, including the Soviet Union, to build on its port location on the Great Lakes. The campus recently began to offer Russian language and this year hosted Vladimir Gavrilov of Petrozavodsk State University, with support from the U.S. Information Agency. Duluth and Patrozavodsk are "sister cities."

Library specialists in Russian and East European studies contribute to the University Libraries Subject Bibliography Unit (Beaven Remnek) and the James Ford Bell Library (Urness). The Kerlan Collection contains a large body of Soviet children's books.

Student study-abroad opportunities sponsored by the University include summer, semester, and academic-year programs at Leningrad State University.

### Campus & Community Resources

The University Film Society is one of the leading purveyors of Soviet film in the U.S. outside of New York. It has shown an estimated 60 films from and pertaining to the Soviet Union since the beginning of *perestroika* in 1985, preparing the local audience for contact and interchanges with the U.S.S.R. These have included *My Friend, Ivan Lapshin* and *Little Vera* (a nine-week run in 1989), plus visits from three leading Soviet filmmakers.

The Immigration History Research Center has excellent resources pertaining to Russian and East European immigration to the U.S. It recently hosted a researcher from the Ukraine.

The Office of International Education promotes and coordinates University international activities. It supports international research and exchanges of the faculty, coordinates study abroad for students, provides government documentation and advising services for foreign nationals at the University, and facilitates interaction between U.S. and foreign nationals.

**President's Report  
to the  
Regents of the University of Minnesota  
Nils Hasselmo  
July 13, 1990**

Mr. Chairman, Ladies and Gentlemen of the Board, this weekend will mark the closing of an Olympic Festival that appears to have been a whopping success, and I'd like to begin my report by saying how proud I am of the University's central role as host to competitors and spectators alike. I have not seen most of the media coverage, but I understand that there has been some positive reinforcement that this Board deserves to share. The Aquatics Center has been complimented repeatedly as a state-of-the-art competition site, one of the best in the nation. And your decision to remodel -- and air condition -- Williams and Mariucci Arenas has apparently gained nothing but fervent, even feverish, support.

Last Friday, Patricia and I had the great pleasure of hosting some thirty Minnesota Olympians and their guests, joined by representatives of the Twin Cities campus athletics programs and the members of a group we called the Olympics Festival Core Planning Committee, chaired with extraordinary effectiveness by Chuck Lawrence, our Director of Housing Services.

We had called this a "Minnesota Olympians reception." It was, of course, great fun to meet some of Minnesota's most famous athletes, but I shifted the event's name around to a reception for "Olympian Minnesotans" to take the special opportunity to honor some of the behind the scenes University staff who served on or worked with our planning committee.

They don't give Olympic medals for all that work behind the scenes. In fact, the success of this staff work is measured more in not being visible, when everything works so well that it's taken for granted. I don't want to take it for granted. The committee and their colleagues made us good hosts, and they've made this campus look better -- dramatically better -- than it has in many years. If it weren't for the fact that most of these people are still tremendously busy with the Festival, we'd have them here for proper recognition, but that will have to wait until later.

**• Strengthening Excellence Through Diversity •**

This morning's "Annual Report of the Office of the Associate Provost and Associate Vice President for Academic Affairs" was a presentation that could only be heard with very mixed emotions. Selfishly, we regret that Dr. Dolores Cross is leaving us to take on new challenges as President of Chicago State University, but she leaves us a remarkably well-constructed and challenging legacy.

Dr. Cross was brought to the University to get our house in order with respect to widely decentralized and variously effective -- and ineffective -- programs promoting diversity in the University community. This University has been -- and remains -- an institution where diversity has been a better enunciated goal than a delivered reality. The aspirations have been stated often -- and stated well. The philosophy of diversity has long been grounded in Minnesota's basically progressive traditions. Yet, we still fall seriously short of both our moral obligations and our institutional self-interest. This report is both a somber reminder of those shortcomings and an energizing, comprehensive guide toward real results.

With this report, we have both an exit interview and a culmination of two years of the kind of work I think had to be done before our diversity agenda could be tackled in a genuinely organized manner. If the diversity agenda could be compared to a renovation and construction project -- which in many ways it can -- the "Taborn Report" was the "schematic plan," and this report gives us the "working drawings," plus a good start on the foundation. By unit, by campus, and institution-wide, we now have a thorough analysis of needs, a clear statement of goals, a comprehensive status report of actions taken and in progress, and a practical working structure for coordination, program delivery, and accountability.

The principal goals were stated a year ago:

- "To improve the retention rates through graduation of African American, American Indian, Asian American, and Chicano/Latino/Hispanic students by 50% of the current base by 1994."
- "To double the hiring of African American, American Indian, Asian American, and Chicano/Latino/Hispanic faculty by 1994 by applying the University's search guidelines to attract faculty of color to all departmental searches."
- "To increase the enrollment of African American, American Indian, Asian American, Chicano/Latino/Hispanic students to 10% of the total University enrollment by 1994."

These three goals are definitely ambitious -- definitely measurable -- and meeting them by 1994 most definitely does not complete our agenda. The fourth goal will elude numerical measurement, and meeting the first three will make it even more important:

- "To improve and to strengthen the University's ongoing and new efforts to make diversity integral to Access to Excellence."

There are research universities around the country that are substantially more diverse in numbers than we are now and than we aim to be in 1994. They have not, however, completed their diversity agendas. They have not reached their moral obligations, and they have not yet developed the kinds

of academic communities that either fully respect diversity or fully develop the new pools of talent that they must develop. Indeed, those universities' numerical diversity produces even greater tensions among ethnic and racial groups than we currently face, and that is clearly part of the challenge we have to recognize as we proceed.

In the final analysis, Dr. Cross and her colleagues have presented us a report that is the real turning point in the University's diversity effort, the point where we simply have to start producing the results we've been talking about.

### **• Task Force on Sexual Violence and Campus Security •**

Turning to another aspect of our diversity agenda, you have all received copies of the final report of the Task Force on Sexual Violence and Campus Security. I appointed the Task Force in March, asking them to review all aspects of the University's past response, current plans, and future steps, and to make independent recommendations on actions we should take to strengthen the University's response to sexual violence.

The Task Force was co-chaired by Chief Judge Joanne Smith of the Ramsey County District Court and Hennepin County Attorney Tom Johnson. We're working with them to schedule a formal presentation of the report to the Board, and meanwhile I've asked the appropriate administrators to review the report and prepare implementation plans that can be presented to you at the same meeting.

Without getting into the details that are better left to that full discussion, I want you to know that the administration regards this as a very serious and constructive report. It speaks to the kind of community we must have -- the kinds of individual rights and security that are basic to our value system.

### **• Planning and Budgeting •**

I'd like to spend the rest of my time this morning reviewing the last eighteen months, outlining the key tasks of the next few weeks and months, and finally discussing the goals and objectives for the next year and some longer range issues. Eighteen months is not a traditional anniversary benchmark, but I think we have reached a point in our planning and budgeting processes where it's appropriate to pause to review the bidding.

Let me first try to summarize briefly what I have been trying to accomplish during the past eighteen months. When I returned to the University, the most urgent task was to reestablish a relationship of trust between the University and the Governor, the Legislature, and important constituencies throughout the state. I have devoted a good deal of my time to that task.

While it has been demanding in terms of time, it has also been extremely rewarding because I've had such excellent material with which to work.

I have been reminded again of the glories that are the University of Minnesota, in research, scholarship, and artistic activity; in graduate, professional, and undergraduate teaching; and in public service. My basic message has been how useful, yes, how indispensable, these contributions by the University actually are to the citizens of Minnesota. No matter what the perceptions of the University may have been in various constituencies, I have simply tried to get them to see the University of Minnesota as it actually is, a highly productive research and land-grant university.

In addition to trying to present the sum of the products of the University, I have devoted much time to three topics.

First, the University is expected to be, and must be, accountable to the citizens of the state, in financial and management terms and in programmatic terms. I believe that we have made some progress in establishing accountability in these several respects. However, much remains to be done, and that is part of our future agenda.

Second, we have to demonstrate that the University can manage its affairs properly. This means that we have to show that we are using the taxpayers' dollars effectively and for the benefit of the citizens of the state, and that we have to demonstrate that we provide fair and equitable working conditions for our students and our faculty and staff members. Again, I believe we have taken some steps that will strengthen our ability to manage, but this agenda item will be a recurring one, and we need your continuing help and the commitment of the entire University community if we are to make progress.

Third, I have tried to demonstrate that we are continuing to hone the profile of the University of Minnesota in ways that will make us focus more decisively on our major responsibilities and provide us with an opportunity to match responsibilities with resources. I have chosen another term inherited from the previous administration, Access to Excellence, instead of Commitment to Focus. I did this for two reasons. First, Access to Excellence emphasizes the purpose of the changes that we are undertaking, rather than the means. Since Access to Excellence was already the title of our legislative request for 1989-91, I decided to use this terminology. Second, I found that many citizens had such strong preconceived notions concerning Commitment to Focus that it was difficult to get through with the message what Commitment to Focus was really about.

Nowhere was the misunderstanding of Commitment to Focus more obvious than in regard to the University's role in undergraduate education. In order to restore a proper balance between our several major responsibilities -- research, scholarship, and artistic activity; teaching at the graduate,

professional, and undergraduate levels; and public service -- I decided to launch an initiative on undergraduate education. There was also reason to do so, because nowhere were the negative effects of overextension and overcrowding more obvious than in certain aspects of undergraduate education, especially at the freshmen and sophomore levels.

The essence of Access to Excellence is exactly the same as that of Commitment to Focus -- high quality research, teaching, and public service conducted in a way that provides a proper balance among the University's responsibilities and resources. Our ability to define the unique role of the University of Minnesota within higher education in Minnesota hinges on our ability to describe these several missions in a way that demonstrates how they are integrated, and, that they are not only mutually compatible but mutually reinforcing.

Ours is a unique profile among land-grant institutions. We're a major research university. We're a five-campus system in a state where higher education is cooperatively structured -- and where higher education access is unsurpassed. We're local, national, and international. We're metropolitan and rural. We're very large and comprehensive. We're "traditional land-grant," but we're also so much more.

Our profile is also a function of commitments made and outcomes delivered. We've made commitments to focus, to diversity, to cooperation, to access to excellence, to quality improvements, to accountability. Those and others are part and parcel of our institutional values, and taken together with our land-grant mission and unique profile, they define what is special about the total educational program we ought to deliver.

Have we made some progress? Yes. Is our task complete? By no means. We have only begun, and we will never be able to cease in our efforts to be accountable, to manage effectively, and to define our responsibilities.

The outcome of the 1989 Legislative Session was encouraging in that it did provide some substantial improvements in funding for the University. It also reestablished -- and this has subsequently been reinforced by Regental action -- the enrollment management plan that is essential to our efforts to match responsibilities with resources. The outcome of the 1990 session was also encouraging in that it provided authorization for a substantial number of badly needed facility projects. That success, of course, was tempered by the new requirement that the University find sources to finance one-third of the debt service for the facilities it constructs.

I interpret the 1989 and the 1990 legislative sessions as telling us that we are on the right track, that the state is prepared to invest further in this institution, but that we are under quite stringent requirements when it comes to justifying our needs and demonstrating that we are fulfilling our missions.

The agenda for the next eighteen months and beyond is set, in essential ways, by what I have just briefly described. We must concentrate on the following sets of issues within a general framework of accountability, management effectiveness, and mission definition.

First, we must address the very important issue of tuition and financial aid for our students. It is an absolute requirement that we maintain a system that does not exclude students from study at the University of Minnesota because of financial barriers.

Second, we must take decisive steps to ensure the future recruitment and retention of faculty and staff in an increasingly competitive situation. This means that we have to address both the issue of compensation and the issue of working conditions.

Third, we must deal with the need to have a diverse student body and a diverse faculty and staff in the University. This is a matter of social justice, and it is a matter of economic necessity.

Fourth, we must provide support services that make it possible to carry out our academic mission in an effective manner, including technical and clerical staff, equipment, library resources, and the like.

Fifth, we must provide additional funding for key programmatic developments in the University in order to meet new demands in research, teaching, and public service.

In order to make progress on the agenda that I have just briefly outlined, we must establish and maintain an effective mechanism for internal reallocation of resources. The document entitled "Academic Priorities," which resulted from many years of institutional planning, is being implemented, including significant transfer of resources from certain units to other units. In addition, we have instituted a system of reallocation based on approximately two percent of the annual O&M budget each year. A mechanism for reallocation must be maintained, although we may well find that alternatives to the current mechanisms are preferable.

The basic message should, however, be stated quite unambiguously: We will continue to reallocate at least at the rate of two percent of the O&M budget each year for the foreseeable future. Further, these reallocations must be based on programmatic adjustments, not on a further thinning out of the support services that sustain our academic programs.

In our legislative request, we expect to make the case for the University in the strongest possible programmatic terms. We will also, however, stake our case to a considerable extent on the fact that we are doing much through internal reallocation. I believe that we can make a case for additional resources on that basis. We intend to identify within each of our major missions certain objectives that we consider highly important, the



means we expect to use to achieve those objectives, the outcomes that we expect, including the benefits to the citizens of Minnesota, the extent to which we will be able to rely on reallocated resources to achieve a particular objective, and the additional state funding we need in order to fully achieve a stated objective.

What else will be on our agenda for the next eighteen months and beyond? We will be discussing the establishment of appropriate processes and procedures for planning beyond 1993. Our present planning period, of course, ends in 1993. While the general directions for the rest of the decade are relatively clear, we have a good deal of work to do to define specific objectives within each of our major missions: in research, scholarship, and artistic activity; in graduate and professional education; in undergraduate education; in public service, including technology transfer and the statewide dissemination of knowledge. We must also plan future enrollment levels in various instructional programs, and we must find ways to ensure the future recruitment and retention of talented faculty and staff. Finally, we must try to anticipate the demands of the future.

I also consider the maintenance and improvement of our sense of community a major agenda item for the near future. There are many excellent communities within the University, but especially on the Twin Cities campus we need to take some major steps to ensure that our students feel at home intellectually and socially. This will require steps ranging from a thorough review of how we deliver instruction to the provision of proper facilities and green spaces on campus. It also requires efforts by all of us to ensure that the University of Minnesota has an intellectual climate that is open to debate of new ideas, including controversial ideas, but within a context of civility and respect. The full participation of women and minorities in the University is a matter of overriding importance.

All of these matters -- past, present, and future -- make up an agenda that is obviously quite formidable, but that goes with the territory of institutional change. When the institution is the University of Minnesota, there are enormous complexities of strengths and weaknesses, accomplishments and failures, benefits and costs, intentions and outcomes. There is, I find, far more coherence in all of this than any of us has been able to communicate. That's a challenge I face daily, and I don't expect that to change. That, too, comes with the territory.

We have, however, made real progress in sorting out the complexities through annual goals and objectives -- my own, those of the Vice Presidents and Chancellors, and those of units reporting to them. I will be the first to say that we have not yet reached the optimal point where progress toward goals and objectives is sufficiently measurable, but we have established the beginnings of what I've called a "measurement ethic." Starting, as we must, with my own office, we just completed our first annual cycle: last year's development and publication of "Presidential Goals and Objectives;"

a year of conscious attention to that agenda; and what I have found to be a thorough, most helpful, and, I must add, gratifying evaluation process.

Last year's cycle now turns to next year's cycle. The appended "1990-91 Presidential Goals and Objectives" statement outlines eight major goals:

1. **Define, reaffirm and communicate the mission and aspirations of the University of Minnesota.**
2. **Ensure continued responsiveness and accountability in managerial decision-making across the University.**
3. **Pursue resources for the University from state, federal, corporate, and private sources, and manage existing resources effectively through continuing internal reallocation.**
4. **Promote and facilitate the well-being and effectiveness of University faculty, professional and administrative staff, and civil service staff.**
5. **Maintain and enhance the University's teaching programs and student environment.**
6. **Maintain and enhance the University's research and scholarly and artistic activities.**
7. **Maintain and enhance the University's outreach and public service contributions.**
8. **Ensure a sense of community that recognizes, appreciates, and fosters unity with diversity.**

Each of these goals is accompanied by a set of objectives that I know will be addressed by the administration in the year ahead. As we did last year, we are developing specific goals and objectives statements for each of the Vice Presidents' offices, incorporating, where appropriate, my objectives into theirs. As we do that, we will make every effort to be as specific and as measurable as possible. As the year develops, I will also make every effort to maintain attention to these annual plans, and at year's end I will hold the central officers accountable for progress.

I expect you to do the same with me, and I hope the 1990-91 statement will be even more useful as a means of evaluation than last year's. The principal challenge of 1990-91 is to produce concrete results that improve quality and position us for the next decade. That's a challenge that's worth the effort.

**Appendix: "1990-91 Presidential Goals and Objectives"**

## **1990-91 PRESIDENTIAL GOALS AND OBJECTIVES**

### **1. Define, reaffirm and communicate the mission and aspirations of the University of Minnesota.**

- Work with Regents, faculty, students, professional, administrative, and civil service staff, alumni, Foundation board members, and others to define, reaffirm, and articulate the goals and objectives of the University of Minnesota.
- Revise and update the 1980 Mission Statement as a means of reaffirming the University's traditional missions as a land-grant institution and defining the application of these missions to the world of the 1990s.
- Prepare a statement that can serve as the basis for the presentation of the University's legislative request for the 1991-93 biennium.
- Articulate the University's response to issues and challenges raised by the M SPAN I and II studies in a way that further defines the University's unique profile within the state's higher education community.
- Review and develop further the Academic Priorities documents and other plans for the period beyond 1993.
- Continue to serve as a member of the Higher Education Advisory Council, and interact and cooperate with the Higher Education Coordinating Board and its staff.
- Communicate regularly with Minnesota's congressional, legislative, and administrative officials regarding University needs and the higher education agenda of the nation and the state.
- Work with other presidents in organizations such as the National Association of State Universities and Land-grant Colleges, the Association of American Universities, the American Council on Education, and the Council of Ten to further the agenda of higher education.

### **2. Ensure continued responsiveness and accountability in managerial decision-making across the University.**

- Continue to monitor the effectiveness of the University's accountability to the Board, the Legislature, and the public.

- Continue to address important issues in monthly President's Reports to the Board of Regents, in position papers, and in speeches to various constituencies.
- Continue to cooperate with the Chairman of the Board of Regents and the Executive Director in improving documents and processes for Regents' meetings.
- Continue the strengthening of financial and personnel management through continued implementation of the new management information system and administrative training programs and performance measurement.
- Continue the implementation of the communication plan, including review of publications and the use of surveys.
- Continue and further improve the consultation between the central administration and representatives of the students, the faculty, the professional, administrative, and civil service staff, alumni, Foundation board members, and others.
- Provide and promote media access to information about the University and its activities consistent with the law.
- Create a search process for the post-Rajender period that makes it possible to identify and make timely offers to highly talented individuals needed to meet the University's affirmative action, diversity, and programmatic goals, included "target-of-opportunity" recruitment.
- Fill vacant central administrative positions (especially Vice President for Health Sciences), the chancellorships at Morris and Waseca, and several deanships (CLA, Carlson School, Nursing, Public Health, and Agriculture).
- Extend and refine the process of annual goal/objective setting and performance reviews to all academic and non-academic administrators.
- Extend and refine the training program to assist new administrators and departmental chairs in their supervisory activities.
- Conduct annual reviews of selected academic and non-academic programs.
- Ensure that all campuses participate as full members of the University and receive fair and equal treatment.

- Continue efforts to make the University an environmentally responsible and effective institution through energy efficiency and proper maintenance of grounds and facilities.

**3. Pursue resources for the University from state, federal, corporate, and private sources, and manage existing resources effectively through continuing internal reallocation.**

- Design and maintain a process for continuing internal reallocation that ensures that resources are allocated in accordance with clearly defined academic priorities.
- Ensure that the nature and purpose of the reallocation process are known, and to the extent possible accepted, by the University community, and that the process is carried out in such a manner that vice presidents, chancellors, deans, department chairs/heads, and directors have appropriate opportunities to present their cases.
- Prepare a request to the Legislature for 1991-93 that clearly identifies the programmatic priorities of the University, the resources needed to implement these priorities, the relationship between reallocation and requests for new resources, and the benefits to the citizens of the State of these programs.
- Work with Regents, students, faculty, staff, alumni, Foundation board members, and others to present the University's 1991-93 legislative request to the citizens of the State and their elected representatives.
- Work with the Executive and the Board of the University of Minnesota Foundation to further increase private and corporate support for the University's academic priorities and to provide additional financial support for its students.
- Work with the Minnesota congressional delegation, the national higher education community, and appropriate administrators and faculty members to help maintain and enhance federal funding for student financial aid and for teaching and research programs of national importance.

**4. Promote and facilitate the well-being and effectiveness of University faculty, professional and administrative staff, and civil service staff.**

- Review and refine the benchmarks for academic and civil service compensation.

- Establish an effective salary distribution system for faculty and professional and administrative staff.
- Recommend to the Board as part of the legislative request for 1991-93 a plan for academic and civil service compensation that improves the University's competitive position.
- Complete the review of health care programs for faculty and staff and propose appropriate changes to the Board.
- Review, and as necessary reorganize, the administration of human resources.
- Review and revise, in consultation with appropriate governance groups, the performance evaluation system for faculty and professional and administrative staff.
- Ensure that effective procedures are established and maintained to ensure equity in compensation, promotion, and tenure for women and minorities.
- Ensure that the various campuses and colleges pursue the goals for recruitment and retention of women and minority faculty and staff.
- Plan for the abolishment of mandatory retirement for tenured faculty at the earliest possible date.

**5. Maintain and enhance the University's teaching programs and student environment.**

- Complete the implementation of the 1991 admissions requirements, including review of the guidelines and processes used in accepting high school courses as meeting these requirements, and efforts to maintain a good working relationship with the high schools of the State..
- Continue efforts to provide students and parents with useful information, and ensure incoming students of a welcoming environment.
- Work with the other systems of higher education, especially the Community College System, to facilitate transfer; expand existing joint admissions programs.
- Ensure that the various campuses and colleges pursue the goals for recruitment and retention of minority undergraduate, graduate, and professional students, established as part of "Strengthening Excellence Through Diversity."

- Continue the implementation of "The Initiative for Excellence in Undergraduate Education," including the "Single Entry Point," advising, curriculum, teaching methods, and a proper reward structure for faculty, through the Council on Liberal Education, the faculty governance system, and the Office of Academic Affairs and collegiate offices.

- Work with the Senior Vice President for Academic Affairs and the new Vice President for Student Affairs to enhance the student learning environment, especially on the Twin Cities campus.

- Review, and as necessary strengthen, the University's programs for "students at risk," in accordance with the Page-Merwin Report.

- Monitor the effects of current tuition policies on student access to the University; seek to hold down further increases through legislative action; seek to enhance the state and federal financial aid programs; and expand financial aid from private and corporate sources.

## **6. Maintain and Enhance the University's Research and Scholarly and Artistic Activities.**

- Join with others concerned about the national investment in research and development, and about the recruitment of new generations of researchers, scholars, and artists, in efforts to increase federal, state, corporate, and foundation support for such activities.

- Encourage and support the research, scholarship, and artistic activities of the faculty, through efforts to create environments that support intellectual vitality, entrepreneurship, and productivity.

- Provide appropriate support structures for research, scholarship, and artistic activity; provide bridge, matching, and setup funding for activities that fall within the University's academic priorities.

- Encourage and support participation by the University faculty in state, national, and international organizations and projects that can benefit from their expertise and enhance their competence.

- Develop and enforce policies that will guarantee academic freedom and the open dissemination of the results of research, scholarship, and artistic activity.

- Develop and enforce policies that will ensure the maintenance of high scholarly and ethical standards including, as a minimum, compliance with federal and state regulations.

**7. Maintain and enhance the University's outreach and public service contributions.**

- Ensure that the University's public service mission extends to both rural and metropolitan Minnesota, through a broad range of outreach and service activities and effective transfer of knowledge.
- Maintain and enhance the units within the University that extend the benefits of research, scholarship, artistic activity, and teaching to areas and groups and individuals throughout the state.
- Help foster a spirit of entrepreneurship and service in the University that will ensure a constant reassessment of the usefulness and effectiveness of outreach programs.
- Seek new ways to cooperate with public agencies and public and private organizations in furthering the economic and social well-being of the citizens of the state and nation.
- Maintain and enhance the University's international activities in order to assist other countries in their development and to foster global understanding through a strong network of international academic contacts.

**8. Ensure a sense of community that recognizes, appreciates, and fosters unity with diversity.**

- Plan the development of the University community in accordance with the following six principles proposed in a recent report by the Carnegie Foundation for the Enhancement of Teaching:

*" -- A college or university is an educationally purposeful community, a place where faculty and students share academic goals and work together to strengthen teaching and learning on the campus.*

*-- A college or university is an open community, a place where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed.*

*-- A college or university is a just community, a place where the sacredness of the person is honored and where diversity is aggressively pursued.*

*-- A college or university is a disciplined community, a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good.*



*-- A college of university is a caring community, a place where the well-being of each member is sensitively supported and where service to others is encouraged.*

*-- A college of university is a celebrative community, one in which the heritage of the institution is remembered and where rituals affirming both tradition and change are widely shared."*

- Expand, with the help of Academic Affairs and the faculty-student leadership, opportunities to raise the University community's awareness of, and ability to combat, bigotry based on race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation.
- Support the further development of an effective organization for bringing together University alumni and supporters.
- Maintain and enhance facilities on our campuses that support the creation of a sense of community, including facilities for intellectual, cultural, social, and athletic activities among students.
- Foster an environment that is hospitable to international students and faculty members, and that will inspire Minnesota students and faculty members to participate in international activities.

**President's Report  
to the  
Regents of the University of Minnesota  
Nils Hasselmo  
September 14, 1990**

**• Sexual Harassment Survey and Sexual Violence Task Force Report •**

Goals and objectives are worthless on the shelf or in the file. Their value is being "on the table," and consciously built right into our thinking as we go about the business of governing and managing the University.

Last month, I put my own goals and objectives for 1990-91 on this table. This month, our discussion of the survey on sexual harassment and the report and recommendations of the Task Force on Sexual Violence and Campus Security provide a timely and very important example of addressing those goals and objectives with actions.

One of my goals is to "ensure a sense of community that recognizes, appreciates, and fosters unity with diversity." You'll recall that I incorporated the six principles promoted by the Carnegie Foundation for the Enhancement of Teaching -- principles aimed at strengthening the sense of community, building the kind of communities that colleges and universities ought to be:

- educationally purposeful
- open
- just
- disciplined
- caring
- celebrative.

We exist for teaching and learning, in all their forms, with the absolute necessity of individual freedoms to explore, to question, to learn, to speak out. We value -- and we must be unified in valuing -- all forms of diversity. That means accepting and living by high standards of behavior -- from the laws of society to the codes of conduct and ethics that we write for ourselves. And we make all these possible by caring -- by paying attention to our responsibilities, and by being well-prepared to deal sensitively and effectively with those problems that do occur.

These community values require community security -- intellectual, emotional, physical security. That is a very broad range, but it must be broadly thought about and systematically acted upon if we are to achieve the kind of community we want.

In terms of problems, community security encompasses everything from hazardous materials to acts of nature, from interpersonal incivility to physical assault, from personal to racial intolerance.

The ideal we must strive for is to be a community that is as safe from all these problems as is possible through personal and institutional actions.

I want to treat the goal I've expressed for a sense of community as an overall context for the policy and program steps dealing with sexual harassment and sexual violence. These are problem areas -- some of the problem areas -- that stand in the way of the kind of community we're seeking, but I don't want to lose sight of the positive goal.

Both the survey and the task force report give evidence that the problems are real; both give thoughtful advice that must be taken seriously. A key part of that advice, as important here as in many other institutions and organizations, is the call for institutional and systemic change. In the words of the Task Force, "such change needs to start with a recognition of the connections between the attitudes that foster sexual violence and other attitudes of assumed superiority, whether by race or ethnicity, sexual identity, or physical (and, I would add, intellectual) ability. The recommended changes are vast and deep, requiring efforts at all levels, with consistent leadership from presidential and University policies, administrative tools to enable as well as assess long term success, and coordination to facilitate implementations and accountability." Attitudes, in the final analysis, really define the kind of community we are.

It is also important to note that not only physical violence hurts. Names hurt. Sexist remarks hurt. Whether they are only verbal or lead to something physical, they are part of a climate that threatens individual and community security.

The exercise of our governance and administrative responsibilities extends from the most general "sense of community" concerns to the most specific matters of state and federal law enforcement.

In its concluding remarks, the task force expressed its belief that "*it is imperative to the safety and humanity of the University of Minnesota that these words become action...*" I share that belief, and on the basis of the report, I am taking the following actions on policies, programs, and campus/community security.

### **Policy Actions**

- A University-wide policy statement on sexual violence in all its forms will be included in the revised "Mission and Policy Statement for the University of Minnesota."

Since that revision work is now in progress, it's premature to say what or where the wording will be in the new document, but it will be there, it will be clear, and, further, it will be incorporated into comprehensive educational materials for our students, staff, and faculty, promoting the sense of community we seek.

The University's current policy on sexual harassment is being revised to include specific reference to sexual violence. That policy is already part of the Student Conduct Code, so the revisions will apply there as well.

On all campuses, the responsibilities for disciplining persons under our jurisdiction who have violated University policy will rest with appropriate supervisors as designated under University personnel policies. Not only will they have my support for promptly and fairly responding to proven instances of sexual violence occurring within the University community, but it must be made clear that failure to take appropriate action in such instances will, itself, be a matter for possible disciplinary action.

Such officers will be provided with advice from the office of the Entry Level Officer for Sexual Harassment, the Office of the Student Conduct Code Officer, and the University Attorney's Office to carry out these disciplinary responsibilities, as well as training about preventive measures.

- Working within University-wide "community" policies, the responsibility, authority, and administrative accountability for campus security rest with the Chancellors and the Provost.

It is obvious that the Task Force on Sexual Violence and Campus Security was formed in response to issues on the Twin Cities Campus. Much of the report deals specifically with this campus. My responsibilities are system-wide, and I take it as my responsibility to make sure all our campuses make full use of this report, taking any actions needed in their own ways, fitting their own circumstances.

On the Twin Cities Campus, the Provost's Council is the administrative body to coordinate the implementation of actions. Many of the actions are already in progress under the leadership of administrators on that Council, which includes the Director of Equal Opportunity and Affirmative Action. To ensure that further actions are planned, implemented, and monitored, a committee on Twin Cities Campus security will be formed, reporting to the Provost. In addition to the appropriate Provost's Council members, that committee will include the broad representation suggested in the Task Force recommendation on the establishment of a Campus Security Committee.

The campus security committee will have a broader charge than that recommendation outlined. In addition to the monitoring, data gathering,

and reporting functions suggested by the Task Force, the committee will assist responsible administrators with the planning and implementing of comprehensive campus security programs.

The committee's charge will include the review of all the campus security aspects covered in the Task Force report (lighting, emergency telephones, escort services, electronic systems, training of security personnel, and the like) but also Emergency Management and the potential development of a University of Minnesota community crime prevention program. There are model crime prevention programs already in place in a number of Minnesota communities and neighborhoods, and there is every reason to believe that we can benefit greatly by learning from and coordinating our efforts with those programs. Security is the responsibility of each member of the University community, and we must find ways to increase awareness and to empower individuals to exercise their responsibility.

### **Program Actions**

At the programmatic level, it's important to acknowledge that much has already been done at the University of Minnesota. Many of the problems have long been recognized. Responsive programs have been put in place, tested over time, and modified as experience has indicated and resources have permitted. Yet, as today's discussions demonstrate, we have much left to do -- on all our campuses.

Because each campus has different circumstances, and because each is at a different stage of program development, it's not my intention today to lay out a comprehensive, University-wide inventory of program actions. I do, however, want to highlight Twin Cities Campus program actions that respond to the Task Force report.

- The Twin Cities Campus Sexual Violence Program will be continued, reporting directly to Vice President for Student Affairs, Dr. Marvalene Hughes.

In the words of the Task Force, it will be sufficiently funded, providing:

- services to students, faculty, and staff throughout the campus
- direct victim/survivor services
- a 24-hour crisis telephone line
- peer counseling
- an extensive education and training program
- an outreach program to unserved and underserved populations
- and linkages with other agencies, organizations, and individuals.

Vice President Hughes is proceeding now on the selection of the Director of the program. Many of the operational details necessarily remain to be worked out, but it is firmly understood that the Sexual Violence Program will pursue the goals of the Task Force report.

- Vice President Hughes will establish a broadly representative advisory council for the Sexual Violence Program.

That council will be appointed as soon as possible. Dr. Naomi Scheman, a member of the Task Force on Sexual Violence and Campus Security, has agreed to serve as chair, and we will ask other Task Force members to serve on the council as well. That kind of continuity is essential to our efforts to take the fullest possible advantage of the Task Force's remarkably good advice, as well as maintaining a strong accountability check to make sure the actions taken are actions that deliver results.

**(Board of Regents Resolution is appended.)**

• R.O.T.C. •

On another "sense of community" matter, I have to report on a disappointing response that our Washington-based educational associations received this summer from the Department of Defense.

To review very quickly, the University of Minnesota, like a number of other institutions, has an equal opportunity policy that clearly calls for "equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation." The Reserve Officers Training Corps, under Defense Department regulations, does exclude enlistment applicants on the basis of sexual orientation -- and, as was pointed out in this summer's response from the Defense Department, on the basis of age, mental, physical, moral, loyalty, and citizenship status.

Last May, following my report on this matter and on my recommendation, this Board approved a resolution reaffirming our affirmative action and equal opportunity policy and endorsing the administration's effort to resolve the policy conflict. Part of that effort was a letter to the Defense Department by the presidents of the American Council on Education, the American Association of State Colleges and Universities, the Association of American Universities, and the National Association of State Universities and Land-Grant Colleges. The response, from the Deputy Assistant Secretary for Military Manpower and Personnel Policy, states an appreciation of our concerns about these policies, but makes it

very clear that the Department of Defense plans no reassessment of the policies -- and therefore believes that even a meeting to discuss the issue with the Secretary of Defense "would not be productive at this time."

I have written to the president of the American Council on Education to urge that the matter not be dropped, and I intend to support similar efforts with the other educational associations. For the time being, we are left with a policy anomaly. The Board's policy is clear, and so is the conflicting federal policy. Caught in the middle is our longstanding R.O.T.C. program, which embodies the fundamental principle of civilian control of the military through civilian education of the military officer corps. The program also provides financial aid for many of our students. Given the importance of the principle of civilian control, I am not recommending any changes in the status of our R.O.T.C. program, but I do recognize the need to continue seeking resolution at the federal level.

#### • 1990 Meeting of the International Association of Universities •

From August 5 to August 11, I attended the annual meeting of the International Association of Universities in Helsinki, Finland.

This organization was founded after World War II under the auspices of UNESCO. The membership consists of university representatives from more than 120 countries, from Australia to Zimbabwe. The I.A.U.'s main objectives are to "promote, through training and research, the principles of freedom and justice, of human dignity and solidarity, and to develop material and moral aid on an international level, by providing a centre of cooperation at the international level among the universities and similar institutions of higher education of all countries..."

The theme of the Helsinki meeting was "Universality, Diversity, Interdependence: The Missions of the University." A strong sense of common ideals and purposes characterized the conference. It was especially moving to hear from a number of university "rectors" from Eastern Europe who had only very recently been able, with their faculties and students, to start operating again under conditions of academic freedom. The need, and the yearning, for closer cooperation with U. S. and other universities was expressed very strongly, both at the conference itself and at meetings sponsored by the Midwest Universities Consortium for International Activities (MUCIA) and the American Council on Education (A.C.E.).

The latter meetings gave us an opportunity to get to know a number of East European university leaders in person, and to exchange information concerning needs and opportunities. We are now pursuing some of these contacts, both directly as an institution and as a member of MUCIA and A.C.E.. As a member of A.C.E.'s Commission on International Education, I attended a meeting in Washington, D.C., last week to plan further steps

toward cooperation. Next week, Associate Vice President Kvavik will attend a MUCIA meeting in Columbus, specifically called to formulate MUCIA's strategies for developing student and faculty exchanges with Eastern Europe.

The University of Minnesota has already begun. This fall, the first recipient of the Charles E. Proshek, M.D. Scholarship will come here from Czechoslovakia. This scholarship program supports medical doctors or nurses, advanced medical graduate students, or those engaged in advanced medical research in Czechoslovakia, Yugoslavia, Poland, Hungary, Romania, and Bulgaria.

Earlier this month, we announced the Alexander Dubcek Scholarship for students from the Czech and Slovak Federal Republic, and we were honored by President Dubcek's visit to Minnesota and the University. This Board, through Chairman Charles Casey, honored President Dubcek with the Regents' International Service Award, recognizing his reform efforts in his own country and his standing as a symbol of change in Eastern Europe. And we take seriously his emphatic message that cooperation and exchange among East European universities is critical to further progress.

The Helsinki conference theme of "diversity" reminded me, of course, of our own theme of "diversity:" that we must find a way of recognizing, and celebrating, our varied cultural traditions as a global society within a "universal" set of educational values based on freedom and opportunity for all. We are "interdependent," and that interdependence requires cooperation based on both shared values and respect for cultural differences.

At the practical level, I.A.U. maintains an International Universities Bureau in Paris that provides extensive library collections and data bases concerning higher education; coordinates TRACE (the Trans Regional Academic Mobility and Credential Evaluation Information Network); sponsors a series of studies on worldwide cooperation in higher education; and issues International Student Identity cards.

The spirit of cooperation was tangible. But, so also were the enormous cultural differences and bureaucratic obstacles that have to be dealt with if our interdependence is to be manifested in even more extensive cooperation.

The climax was the celebration of the 350th anniversary of the University of Helsinki with pomp and circumstance. The procession and the general festivities were headed by Chancellor Olli Lehto, Professor of Mathematics, a good friend and sometime guest professor in the University of Minnesota's Department of Mathematics.



**• 1991-93 Legislative Request •**

To conclude this month's report, I want to make some summary comments on the 1991-93 legislative request that we discussed this morning. In so many ways, it is in that request -- that all-important part of the public policy business agenda -- where our educational realities and the state's political realities come together to set the future prospects of the University and the state.

It is an understatement to say that educational realities and political realities conflict. Minnesota's commitment to make higher education very broadly available is a national success story, but that success is tempered by the fact that Minnesota has spread its resources thinly -- too thinly -- at the expense of individual students and the quality of their education. That's a key part of our educational reality; it's a driving force behind much of the University's current plans and programs. We recognize the problems; we're making progress on solutions; we're making tough choices to do what we can to help ourselves within existing resources; but we still need help from the state.

The political realities are that students and taxpayers have trouble with tuition and tax increases. Those realities come to this table, and they are well established throughout the political process. National and state budget outlooks assure a very much constrained 1991-93 legislative appropriations process. We recognize that reality.

Recognizing those political realities doesn't make the educational realities go away. It takes investment to improve teaching, to pursue new knowledge, and to make the best use of what is learned. And wherever you look, investment in higher education has been productive. That's a lesson well learned elsewhere, too, as other states and other countries invest in higher education to be more competitive in national and global economies. And it's an investment lesson well learned in the private sector, where forward-thinking companies have aggressively entered the competition for talent. Coupled with the demographic realities of faculty retirement rates in the 1990s -- and with the coming increase in the college-age population -- the talent competition is an immediate and long-term reality that we simply cannot avoid.

We could have political popularity by requesting no budget increases at all. That would be a disservice to the state -- a ducking of responsibility to provide the quality of teaching, research, and service that Minnesota needs for its social and economic well-being.

Our responsible option is to keep at the business of improving, to do as much as we can to keep making internal choices on reallocations that can serve academic priorities, and present the Governor and the

Legislature with requests that are well-documented and well-argued as investments worth making.

Our objectives are clear:

- Preserving high quality in the University's faculty and staff
- Preserving the University's physical assets
- Raising the quality of instruction and student support
- Continuing high growth in research
- Providing better access to the University
- Increasing technology transfer and outreach.

We have important momentum toward these objectives, both through our own efforts and through continuing support from the Governor and the Legislature. We have strong support from within the University community and from the general public. Our challenge is to build on that support as we proceed with the development and presentation of the 1991-93 request. In the long run, Minnesotans know a good investment when they see it, and we have good investments to offer.



## **REGENTS OF THE UNIVERSITY OF MINNESOTA**

### **RESOLUTION**

#### **REPORT OF THE TASK FORCE ON SEXUAL VIOLENCE AND CAMPUS SECURITY**

**WHEREAS**, the Task Force on Sexual Violence and Campus Security has reported to President Nils Hasselmo on June 26, 1990, and the Regents of the University of Minnesota have received the report, and

**WHEREAS**, the President has reported to the Regents on the University administration's goal to ensure a sense of community that recognizes, appreciates, and fosters unity with diversity, as well as its policy and program actions with respect to sexual harassment, sexual violence, and campus security, and

**WHEREAS**, the policy and program actions are appropriate steps toward meeting University community goals and responding to the carefully developed recommendations of the Task Force,

**NOW THEREFORE BE IT RESOLVED**, that the Regents of the University of Minnesota:

- endorse the President's policy and program initiatives,
- direct the President to report annually to the Board on the status and results of those initiative, and
- express the appreciation of the University of Minnesota community to the members of the Task Force on Sexual Violence and Campus Security.

**Approved - September 14, 1990**

**President's Report  
to the  
Regents of the University of Minnesota  
Nils Hasselmo  
October 12, 1990**

Mr. Chairman, Ladies and Gentlemen of the Board, my oral report this month will be very brief. The speech I delivered last night, called "*The Silent Crisis in Minnesota's Higher Education*," and the speech I gave to the University community on October 3, "*The State of the University: 1990 and Beyond*," were my attempts to outline where we are in 1990 and where we're going in the foreseeable future. I'd like you to consider those speeches the major portions of this month's report, and we will distribute written versions to all those who receive copies of my monthly reports to the Board.

There are, however, three other topics that warrant brief summary comments.

**• Search Committee for the Vice President for Health Sciences •**

This week, I have appointed the following advisory search committee for the Vice Presidency for Health Sciences:

**John S. Najarian, M. D. (Chair)** - Regents' Professor, Jay Phillips Chair in Surgery, and Chairman, Department of Surgery

**David M. Brown, M. D.** - Professor and Dean, Medical School

**Robert M. Dickler** - General Director, University Hospital and Clinic

**Ellen T. Fahy, Ph.D.** - Professor, School of Nursing

**Richard J. Goldstein, Ph.D.** - Regents' Professor, James J. Ryan Professor and Head, Department of Mechanical Engineering

**Robert J. Gorlin, D.D.S.** - Regents' Professor of Oral Pathology, School of Dentistry

**Alice A. Larson, Ph.D.** - Professor of Veterinary Biology, College of Veterinary Medicine

I have asked the committee to conduct a national search and recommend an unranked list of no less than three names to me no later than April 1, 1991. A very important part of this search will be the report of the Visiting Committee that I have asked to review our Health Sciences Center. That committee is chaired by **President John DiBiaggio** of Michigan State University; the other three members are:

**Ms. Alethea O. Caldwell** - President & CEO of Ancilla Systems, Inc.,  
Chicago, Illinois

**Dr. Robert Hill** - Chairman of the Department of Biochemistry, Duke  
University Medical Center, Durham, North Carolina

**Dr. Phillip Lee** - Director of the Institute for Health Policy Studies,  
University of California, San Francisco.

The Visiting Committee is starting with the *Statement of Governance, Structure, and Mission* of the Health Sciences, which was adopted by the Board of Regents in 1970, studying developments here and elsewhere since then, and preparing an advisory report to help us identify the areas of expertise and important characteristics that we should emphasize in this search. I'm hoping to have their report in late November or early December, to ensure that the search committee can make the best use of the Visiting Committee's advice.

• **The Impending Ph.D. Shortage and Its Implications for Minnesota** •

Graduate School Dean Robert Holt and I reported this morning that the Ph.D. shortage will be a fundamental issue facing all of American higher education in the 1990s. Dean Holt was a member of the Working Group on Federal Graduate Education Policy, brought together by the Association of American Universities to get the facts on the impending faculty shortage and bring those facts to the attention of the public, the states, and the federal government.

Those facts are in. We are not talking about shortages we might have someday. We are talking about shortages that we know will happen. The real questions facing us now are how we will respond to the shortages that will occur, and what we will have to do to keep those shortages from becoming very long-standing or even permanent.

While there are, of course, some steps a university can take to make faculty careers more attractive, the national shortage requires national strategies, by both government and the entire education community. The first step, already being taken, must be to increase public and political awareness that we do, in fact, face a crisis.

The A.A.U. study makes a number of important recommendations on the federal government's role:

- A program of undergraduate loan forgiveness over perhaps the first 4-5 years of doctoral education

- Doubling the number of fellowships and traineeships
- Increasing the level of financial support provided by existing fellowship and traineeship programs and filling program gaps
- Increasing the support for graduate students serving as research assistants
- Increasing the support, including matching grants, to programs that recruit and retain women, minorities, and people with disabilities
- Improving the academic research environment, including expanded investment in the research infrastructure and research projects, greater stability in funding allocations, and greater flexibility in the use of research funds.

By and large, these are not new. Nor are the fiscal realities that make these steps exceedingly difficult to accomplish. What's new is the scope of the problem and the eventual costs of ignoring it.

No university can afford to assume a federal solution. Our challenge is to deal creatively with those aspects we can control or at least influence. We can control our own efforts to work with the K-12 system to begin building young people's interest in and capabilities for graduate study and faculty careers. We can control our efforts to recruit graduate students and faculty from the under-represented groups who do make up a much larger talent pool than we've drawn from in the past. And we can control our own programs of professional development, mentorship, incentives, and rewards.

We cannot, of course, control the state's funding decisions on graduate student support, faculty and staff salaries, and program support. We can and will do our best to influence them, and this will mean special efforts to demonstrate those successes we have had with public and private investment in young faculty talent. (And I might note here that Dean Holt won't be allowed to retire until he's made that case to the 1991 legislature.)

### • The 1991-93 Legislative Request •

Speaking of the 1991 session, I'd like to make just a brief comment. In the two speeches appended to this month's report, and in the biennial request materials we've been discussing, we've tried to set the context for the budget and policy issues we face this session.

We have also tried to limit our proposals for programmatic improvement funds to six priority objectives:

- Preserving high quality in the University's faculty and staff,
- Preserving the University's physical assets,
- Raising the quality of instruction and student support,
- Providing better access to the University,
- Continuing high growth in research, and
- Increasing technology transfer and outreach.

These are the strengths of the University of Minnesota, the areas in which we can and should make our greatest contributions to our state community. These are investments in programs that address critical needs of the people of the state.

Certainly we face a legislative session that will concentrate on serious funding problems, both at the state and federal levels. Our challenge must be to demonstrate the strength and utility of University teaching, research, and public service, while also demonstrating that we are committed to effectively using the resources we have now. Our proposals to the 1991 session are all built around balance -- a balance between well-documented, high priority requests for new funding and a serious commitment to programmatic reallocations within the funding resources we already have.

The challenges we face are formidable. All of us in the University community have much to do, but the only way to bring our message to the people and the legislature effectively is to face up to the challenges and to work together. We have a positive message, and it's never been more important to the future health of this state than it is right now.

#### **Appendices:**

***'The State of the University: 1990 and Beyond'***

***'The Silent Crisis in Minnesota's Higher Education'***

MFC  
01/25/91

**President's Report  
to the  
Regents of the University of Minnesota  
Nils Hasselmo  
November 9, 1990**

Mr. Chairman, Ladies and Gentlemen of the Board, I'll begin this month's report by demonstrating my skills in the analysis of Minnesota elections ... by not offering one. The only insight that I want to offer is that the University's needs, plans, and biennial request proposals have not changed.

There will, of course, be some changes among the people who will review and act upon our proposals, but they will do so within the same fiscal climate. Likewise, as we consider our own program plans, we will do so within that same climate. That clearly requires continuing attention to internal reallocation. We will continue our emphasis on building and supporting the credibility of our own, stated priorities and our own commitments to pursue them:

**Preserving high quality in the University's faculty and staff,**

**Preserving the University's physical assets,**

**Raising the quality of instruction and student support,**

**Providing better access to the University,**

**Continuing high growth in research, and**

**Increasing technology transfer and outreach.**

These are our priorities, approved by you, as we prepare the University's case for state funds. They are also our priorities as we review current programs and the quality improvements that we can accomplish on our own. They're positive priorities, worth the effort on our part and worth the public investment, and both are essential.

Our success with reallocation will depend, more than anything else, on keeping the positive priorities foremost in mind. That is far easier to say than to accomplish. Reallocation is a difficult process, especially for people who care about what they do. We're trying to view reallocation as a positive challenge with positive outcomes, yet it can be a threatening process, calling up every defensive and competitive impulse.

Over the next few months, we're going to do our best to keep the challenges positive and the discourse rational. We simply must make credible progress in matching our resource decisions with our stated goals;



that is absolutely essential in making our case for the increased state support that is also necessary to meet those goals. At the same time, as we engage the entire University community in this process of constructive change, it is crucial to make it clear that we will meet our contractual obligations to our employees and those we serve.

To promote on-campus and off-campus understanding of our reallocation plans -- the background, the goals, the process, and the schedule -- I am appending to this month's report our October 31 memorandum, "Strategy to Improve the Quality of the University, 1991-96." In the same vein, to keep the University community apprised of comments I've been making to public audiences, I'm appending a status report on Access to Excellence that I wrote for the October 23 issue of Minnesota Journal.

The concept of "shared responsibility" has become increasingly central to Minnesota's higher education effort over the last several years. It's central to University planning, and we are in position now to demonstrate that we are taking that responsibility seriously. We'll do that in two ways, by staying the course of self-discipline and by concentrating on quality improvements that make differences we can measure.

Self-discipline requires that we ask the hard questions and face up to sometimes hard answers that will come back. Measurability requires that we have clear objectives and look systematically at outcomes. It is our intention, as we come back to the Board within the next few months with specific proposals for program consolidation, curtailment, and elimination, to do so with full adherence to these principles.

#### • Annual Meeting of the Association of American Universities •

In late October, I attended the annual meeting of the Association of American Universities. That organization is comprised of the major research universities, public and private, and the increasingly striking feature of its meetings is the commonly shared agenda. Despite the very broad diversity among these fifty-eight institutions, the problems faced and issues being debated are remarkably familiar.

One of these is the particularly troubling issue of "hate speech." The AAU presidents discussed the policy initiatives that various universities around the country have developed, trying to define and somehow curb the specific kinds of public speaking that are racist, sexist, anti-semitic, or demeaning to ethnic or religious groups.

Most universities, including our own, have had to deal with these controversies in one form or another. They're certainly not new to campuses, but there is very serious concern that the problem is growing -- that campuses are losing the tolerance and civility that ought to characterize the academic community.

The common element in all the campus controversies is maintaining civility without abridging First Amendment freedoms. If there is a second common element, I suppose it is that there are simply no easy answers, no model policy solutions to adopt or adapt. The universities of California, Texas, and Wisconsin have each developed different approaches, all of which have faced, or seem likely to face, constitutional challenge.

As I said in my statement last February, the alternative to restrictive policies is educational, "fostering critical analysis of the issues involved, drawing on the best scholarship available, and providing an environment where even issues about which members of our community disagree very strongly can be discussed in a manner that creates enlightenment and understanding, not just heat."

I'll make no argument that the educational alternative is the easiest. Indeed, it is probably the most difficult. It's based on the idea that the solution to free speech problems is more free speech. That assures more controversial episodes, more discomfort, continuing tension between general philosophical goals and specific instances of intolerance. Nonetheless, the truth remains that solutions -- however imperfect -- will come through education, and that is our mission.

On a happier note, another dominant commonality in the AAU presidents' discussions this year is the improvement of undergraduate education. In a nutshell, I think it's safe to say that this is now reaching the status of a movement in American research universities, both public and private. Virtually all have undertaken -- or are working on -- their own variations of what we call the Initiative for Excellence in Undergraduate Education.

The striking thing about the issue is the consistency of approach across the nation's research universities. All of the questions seem to be questions we've been addressing. I believe we're on the right track.

#### • Task Force on Liberal Education •

An important part of the University of Minnesota's undergraduate improvement effort is the work of our Task Force on Liberal Education, described earlier this morning by Professor John Howe, the task force chair.

Here at Minnesota, and increasingly all over the country, the reassessment and improvement of undergraduate education entails renewed attention to the basic nature and goals of a liberal education. Without a doubt, the proper nature of a liberal education is a question as long and as hotly debated in universities as any other. It's a question that

will never be settled permanently. In our case, as Dr. Howe reported, it's been twenty years since the Twin Cities campus has had a formal, campus-wide review of liberal education goals and requirements. Especially in the context of the Undergraduate Initiative, it's time for a new look.

Despite all of the increasing specialization brought on by the so-called "knowledge society" -- and in many respects because of all that specialization, general education in the liberal arts is more important than ever. Most of the jobs our graduates take will change dramatically over shorter and shorter time spans. Some will simply disappear, rendered obsolete by new developments that haven't yet been even imagined.

What won't become obsolete is the importance of curiosity, critical thinking, cultural values, ethical behavior, understanding of the nature of science and scholarship, artistic expression, and communication. These have been the basics of liberal education all along. What's changing is their importance over the lifetimes of our students, the attention that we are paying to liberal education in the particular context of our land-grant, research university, and the growing importance of finding ways to measure the effectiveness of liberal education instruction.

The task force is working on a schedule of only a few months. Professor Howe calls it "daunting and almost imaginable," and I have such regard for this group that I'm counting on a most thoughtful and useful set of recommendation. I also have a healthy regard for the impossibility of settling all these issues by the end of winter quarter, so I feel perfectly comfortable telegraphing my intention to re-establish the Council on Liberal Education as a continuing forum for these very fundamental issues. That is one action step that I know the task force is considering, and I've already shared this subtle hint with Professor Howe on several occasions.

### • Good News in the Arts •

I want to conclude my report with comments on two long-awaited and most encouraging projects that have made this an extraordinary week for the arts in the University community.

We broke ground on Wednesday for the Ted Mann Concert Hall, a vitally needed School of Music performance facility next to Ferguson Hall on the West Bank. This will be a 1250-seat concert hall, with additional rehearsal and support space, serving the needs of our music students and expanding our performing arts offerings to the public.

This \$11.1 million project is also an expression of the public-private partnership in Minnesota. The legislature provided \$6.7 million; Ted Mann and his wife, Rhonda Fleming, provided \$2 million; and the remaining \$2.4 million came from other private gifts and University funds.

For getting that partnership put together -- over more years than I'm sure he wants to remember -- the University is deeply indebted to Mr. Judson Bemis.

Then yesterday and today, another public-private partnership, the University Art Museum, has been unveiled and approved. Even longer awaited, this \$12.3 million facility has been made possible by a \$3 million gift from the Frederick R. Weisman Art Foundation, other donations totaling \$2.4 million, and matching University funds. And, like the concert hall, we are indebted to another volunteer, Professor Emeritus William G. Shepherd, who also served many years as Vice President for Academic Affairs.

It is, of course, coincidence, that these two very special arts facilities will face each other across the Mississippi River. Whatever symbolic meaning that might have, I'll leave for interpretation, but I do place very high value on these two wonderful facilities as symbols of the importance of the arts to the University community, as symbols of the public-private partnership, and as symbols of the contributions that tenacious volunteers can make. And, I can't think of a better way to enhance both banks of the river.

#### **Appendices:**

**'Strategy to Improve the Quality of the University, 1991-96'**

**Status Report on Access to Excellence, from Minnesota Journal, 10/23/90**



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of the President  
202 Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455  
(612) 626-1616

NOV 1 1990

October 31, 1990

Memo to: Chancellors  
Vice Presidents  
Deans and Directors

From: Nils Hasselmo, President *Nils Hasselmo*  
Leonard V. Kuhi, Senior Vice President for  
Academic Affairs and Provost *Leonard V. Kuhi*  
Gordon Donhowe, Senior Vice President for Finance  
and Operations *Gordon Donhowe*

Subject: Strategy to improve the quality of the University, 1991 - 96

## Introduction

This memorandum asks each of you to begin to plan for the University's internal reallocation effort for the coming five years. It also asks you to be prepared to explain the proposed directions of reallocation for your unit to the president (for chancellors) or your chancellor or vice president, by December 15.

The overall strategy in our budget planning is to improve the quality of the University and to make most efficient and effective use of its resources. This strategy highlights the following priorities:

- Preserve high quality in the University's faculty and staff,
- preserve the University's physical assets,
- raise the quality of instruction and student support,
- provide better access to the University,
- continue high growth in research, and
- increase technology transfer and outreach.

These priorities were spelled out in more detail through specific initiatives in the University's biennial request as approved by the Board of Regents,<sup>1</sup> e. g., the undergraduate initiative and the improvement of diversity. We

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<sup>1</sup>See the September or October Regents' docket (Committee of the Whole) or call 4-8333 for a copy of the request.

also want to encourage new programs and initiatives in teaching, research and public service that further the University's priorities.

The planning effort that led to *Academic Priorities, 1988 - 1993* included considerable internal discussion at all levels of the University. *Academic Priorities* is still our basic guide to redirecting resources among units, although it is becoming clear that more redirection will be required since the needs in some areas were seriously underestimated. We now have an opportunity to revisit those assessments in order to update our planning efforts in the light of the above priorities. It is in this spirit that we ask you to undertake the effort described below.

The University is now more than half-way toward the five-year objectives set out in *Academic Priorities*. The planning that led to those priorities was based on the premise that the University would not be able to turn to ever-increasing external funds to improve its quality, but must depend on its own resources:

*"Growth in resources is not the primary means to improvement of our programs; change is the primary means to improvement. Development of better programs need not require increases in size, and our analysis of the opportunities that face us must recognize that redirection of resources, rather than increased resources, provides our best opportunity to achieve excellence. We need to focus on quality rather than quantity."*<sup>2</sup>

The instruction received from the Department of Finance for the 1991 - 93 biennial request, that no request for new funds is to be permitted, has proven that premise to be correct. We can take some satisfaction from the progress that the University has already made in its program to redirect resources to achieve its high priorities.

We now have an opportunity to review our goals, renew our determination to achieve them, and redouble our efforts to direct internal funds to our own highest priorities. This is being done in the spirit of the Board of Regents' budget resolution of June, 1990, which states, in part:

"the Board of Regents supports further reallocation of resources in order to augment the capacity of the University to achieve improve-

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<sup>2</sup>A *Strategy for Focus: Guidelines to the College* (University of Minnesota Office of the Provost, November 3, 1986) p.2.

Deans and directors

Strategy to improve the quality of the University, 1991 - 96

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ments in diversity and the quality of the undergraduate experience, the reordering of academic priorities, the provision of equitable and competitive compensation for faculty and staff, and strongly urges that collegiate unit reallocation strategies result in programmatic adjustments, including greater efficiency in offering existing programs as well as actual program reduction;"

The process will start from the base set in *Academic Priorities*, but we will continue to review and adjust our priorities during the coming year; new ventures to take advantage of new opportunities must be part of our planning.

The reward for such an effort, successfully accomplished, can be great. To turn again to our own recent planning document:

"The organization that takes charge of its own future by defining important social needs and filling them well has the possibility to maintain its autonomy, enjoy public support, and at the same time provide deep rewards and satisfaction for its members as the organization helps them to accomplish their own goals. The organization that drifts, without focusing its energies, is likely sooner or later to become captive to the agendas of others, better organized and more ambitious."<sup>3</sup>

The *possible* consequence of failure described in that paragraph becomes *probable* in a period of restricted public funds and severe unmet social needs. We therefore must plan for significant changes for the University, to make it a leading institution of learning, research and public service in the coming decade.

This memorandum sets out general guidelines for achieving our goals, and for the 1991 - 92 budget process, during which you will be working with the president (for chancellors), your chancellor or vice president in preparation for budget hearings.

Our purpose for the distribution of this memorandum now is to have a plan in place for the 1991 - 92 budget process; but we all must keep in mind, too, that action by the 1991 legislature could force budget changes.

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<sup>3</sup>*Ibid.*, p. 1.

## 1. Reallocation

- a. The target level for reallocation for the period 1991 - 96 is tentatively set at 10% over 5 years *by campus or vice-presidential area*.

The target will apply to O & M and state specials alike. Vice presidents and chancellors may choose to set targets that vary from unit to unit, to achieve an overall 10% reallocation in programs for units reporting to them over the five-year planning period.

Note: Circumstances could lead to setting a higher target later in the period, or to setting a different, higher target for support and service units. For now, please base your planning on the 10% figure.

- b. Reallocations are expected to move funds from those activities that can be consolidated, curtailed or eliminated, toward those identified above as our highest priorities. Special attention should be given to opportunities to reduce administrative cost while enhancing program effectiveness. The goal is to improve efficiency in such a way as to improve both the quality of the work environment for our faculty and staff and the quality of the teaching, research and public service programs that are our special responsibility.

Academic program priorities for both increases and reductions must be consistent with the criteria used in previous University planning:

- quality,
- centrality,
- comparative advantage,
- demand, and
- efficiency and effectiveness

(an appendix describes these in more detail).

Plans must be carried out by faculty and staff; those who will be responsible for carrying out the plans should participate in their design, within the limits imposed by the time schedule.

To take full advantage of opportunities for synergy, we encourage planning across departments, across colleges, and across systems, both within the state and across state borders.



- c. Each campus will retain its own funds, and is expected to reallocate internally to meet its own highest priority needs, within the context of the overall needs identified in the biennial request.

Academic units may *propose* internal uses for their reallocated funds, consistent with the University priorities identified in the biennial request. Depending on the quality of those proposals and the perceived priority of those uses, these units may be allowed to keep all or part of the reallocated funds for these new uses.

- d. This process will lead to some units gaining net new funds, and others losing funds on balance. Those that lose funds on balance will have their budget reduced by one-fifth of the five-year target each year (e. g., 2% each year to meet a 10% target overall); but, to provide for orderly reduction, units will be able to borrow money to accommodate the down-sizing or to invest in productivity enhancing opportunities. Units which prepay will be credited with interest.
- e. All unit plans are subject to central review and approval, as part of the 1991 - 92 budget process (see below). We expect that continuing review of programs and changes in direction will be a regular part of the planning and budget process, and absolutely necessary to maintain the University as a front-ranked institution. Proposed reallocations will establish directions for change.
- f. The University will honor its contractual obligations to faculty, staff and students, so that in some cases change may have to be delayed or phased in.

## 2. Process

- a. Chancellors will discuss their proposed campus plans directly with the president, as will other units reporting directly to him. Colleges and service units will discuss theirs with their chancellor or vice president. You should be prepared to do this by December 15, 1990.
- b. A process of consultation between the administrators and the units, and between administrators and committees of the governance structure (Senate Consultative Committee, Senate Committee on Finance and Planning, Civil Service Committee, Professional and Administrative Staff Committee) will be undertaken during the Winter Quarter, 1991, with the objective of agreeing to final decisions as part of the 1991 - 92 budget process, in February and March.

### **3. 1991 - 92 budget issues for reallocation planning**

#### **a. Salary/Fringe benefit increases**

We must enter this process with the realization that biennial request instructions from the Minnesota Department of Finance do not permit us to request any additional funds. The following discussion is based on the possibility that those instructions may change before the end of the 1991 legislative session.

Average salary increases will be limited to the average set by the budget process. Units in which salaries are severely out of line with competing institutions may be provided additional funds for supplements.

Units will not be permitted to reallocate internally to provide salary increases in excess of the University-wide average.<sup>4</sup>

#### **b. Supplies, Equipment and Expenses**

The University expects to fund inflationary increases in SEE, at least partially; if legislative funds are not provided, the University will use part of its internal reallocation for this purpose.

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<sup>4</sup>Except as may be provided in collective bargaining contracts with approval of the central administration and Board of Regents.

## APPENDIX . CRITERIA FOR PROGRAM PRIORITIES

The following criteria have been used in previous University planning.<sup>5</sup>

- a. **Quality:** Inevitably subjective, this measure includes the quality of the faculty (in teaching, research and service as reflected in peer national ratings, publications, outside funding), the quality of students *and staff*, library collections, and other indices.

*Consideration of diversity in our programs, in our hiring and in our student recruitment must be included in judging quality.*

- b. **Centrality:** Each program should be evaluated in terms of its contribution to the mission of the University of Minnesota. Centrality of research, instruction and service represents a program's contribution to a coherent whole which helps to sustain and stimulate related work elsewhere in the University. With respect to instruction, centrality also addresses the degree to which a program is an essential component of a challenging education that taken as a whole is intended at the undergraduate level to communicate an understanding of the major ideas and achievements of humankind and a sense of the values of different cultures and ages; at the graduate and professional levels, centrality in instructional programs extends this commitment beyond communicating the major ideas and achievements of humankind, to an expansion and deepening of knowledge, and to furthering its utilization for society's welfare.
- c. **Comparative Advantage:** What are the unique characteristics of each program that make it particularly appropriate to this University? It is not sufficient that programs meet an important local or national need, or that they be unique within the state. Many important programs can and should be the responsibility of others, in Minnesota or elsewhere. What is the rationale for the program at the *University of Minnesota*?
- d. **Demand:** The direction of change in demand for each program in both the short and long term will be considered. Other indicators you might wish to consider include number of applications, quality of acceptances, services performed in support of other programs, degrees

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<sup>5</sup>A *Strategy for Focus: Guidelines to the College* (University of Minnesota Office of the Provost, November 3, 1986) p.4. Italicized words in a are not included in the original.

Deans and directors

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awarded, instruction of students or research undertaken for the solution of pressing problems of society.

- e. **Efficiency and Effectiveness:** Because aspirations are always limited by the resources available, programs must be continually examined to see if more economical or more efficient ways are possible to accomplish the same ends. Yet, cost alone must not govern the decision; the effectiveness of the program must also be weighed. When taken together, efficiency and effectiveness provide an important measure of whether funds are being put to the best use.

cc: Board of Regents

Barbara Muesing, Executive Director to the Board of Regents

Student Representatives to the Board of Regents

Senate Consultative Committee

Senate Committee on Finance and Planning

Professional/Administrative Committee

Civil Service Committee

President's Cabinet

**Status Report**  
**"Access to Excellence"**  
**President Nils Hasselmo**  
**University of Minnesota**

*Minnesota Journal*, October 23, 1990

It's been almost a year since my inauguration, almost two since I returned to the University of Minnesota as its thirteenth president. Well before I used "Access to Excellence" as the theme of the inaugural address, I made the promise to Minnesotans that "accountability will be rule number one in my administration." That's a promise I take seriously, and that's one reason why I very much appreciate *Minnesota Journal's* invitation to take stock of our progress toward access to excellence.

I didn't come back to the University to turn around academic planning that had already been going on for over ten years. I was, after all, responsible for some of that effort as the University's Vice President for Administration and Planning in the early 1980s. The theme, "Access to Excellence," was not an attempt to impose my own vision, nor was it to replace "Commitment to Focus," which was also, I submit, a theme grounded in that earlier planning, not a radical turn-around.

The administrative actions laid out in "Commitment to Focus" were well underway before I came back to Minnesota. The University had made and reaffirmed the commitment to focus -- to make choices and to concentrate on missions the University could best perform -- and my inaugural theme was my explanation of what we should focus on in the 1990s.

I have tried to make it clear that a land-grant and research university has special roles, special obligations, and special investment value to its state in its research and outreach programs. When I came back to the University, I found research and outreach programs to be in generally good health, thanks to fine faculty and staff, legislative and public support, and a dramatically successful fund-raising campaign. I also found continuing, very long-standing problems of overcrowding, overextension, and underfunding in the University's instructional programs, particularly at the undergraduate level.

We had been too big, too impersonal, trying to be all things to all people. We had not taken enough account of the roles of Minnesota's other colleges and universities, public and private, in providing access to education. And, we were trying to teach too many, spreading resources too thinly, and quality had suffered.

Most observers knew these shortcomings. They were altogether too commonplace in most assessments of the University. For many observers, we were not particularly successful in communicating the fact that

improving instruction, particularly undergraduate instruction, was a dominant theme in "Commitment to Focus." Many seemed to think that was a plan to boost only research and graduate education. It wasn't, and that's why I chose to emphasize delivering an improved instructional product, assuring access to the quality of education students should expect from a major university.

Part of the problem is money. As a state, we're not spending as much per college student as 40 of the 50 states. Only five years ago, by contrast, 21 states spent more, so we've slipped quickly in an increasingly competitive situation. Our present reality is that increases from the state and from student tuition will be hard to come by, and that means relying even more heavily on internal reallocation. In the 1989-91 biennium, we've reallocated within the University \$10 million to supplement the state appropriation for faculty salary increases, plus another \$9 million for program improvements. Our plans for the 1991-93 biennium call for another \$20 million to be reallocated within the University for program improvements. Those reallocation levels are part of the answer on progress toward access to excellence; we're committed enough to continue a tough reallocation ethic.

Another part of the answer is where that money has been directed. In new annual expenditures, \$129,000 has gone into teaching assistant training, \$200,000 into improving large classes, \$215,000 into improving the admissions process, \$351,000 into improved advising, \$600,000 into added sections to improve course access, \$770,000 into classroom and study space renovation, and \$2,086,000 into instructional equipment. In addition, over the last two years, we have reallocated \$1,825,000 to the Institute of Technology and \$1,282,000 to the College of Liberal Arts for program improvements. These units are responsible for much of our undergraduate and graduate instruction.

Still another part -- and in my mind the most important part -- is found in the effects and results of these kinds of investments. Since 1986, average systemwide section size has dropped 8%, from 25.2 to 23.3. The number of small sections (below 20 students) has increased 13%, and the number of medium sections (20 to 49) has decreased 11%. That's progress. The number of sections with 50 or more decreased only slightly, but in the 40 largest lecture courses, section size dropped 21%. We now have only 14 sections larger than 300. And, it may come as a surprise that our largest class section is 602 students, down from over 1000 in 1986.

Our registration waiting lines -- the stuff of legends -- are virtually gone; the average registration time today is 7 minutes. Student loan applications that took two months to process in the mid-80s now take two days. Our student-faculty ratio has declined by 3% for the system, and by 6% on the Twin Cities campus. Some of these indicators, to be sure, show modest progress -- but it's progress that is encouraging to build upon.

Some of the problems are not budgetary. Some are matters of attitudes or, if you will, institutional climate. Like all the other American universities turning greater attention to the teaching mission, we're trying to change institutional value and reward systems. Teaching and advising undergraduates simply must become more widely accepted as priorities -- shared priorities -- where performance will be measured and excellence will be rewarded. In our processes, this means that decisions on promotions, tenure, and salary increases will require clear documentation on advising and teaching performance. And, it means paying more attention -- at the departmental, collegiate, and institutional levels -- to professional development training and support for individual and group efforts to improve teaching and improve the curriculum. Important administrative reorganization, especially the appointment of the Vice Provost for Arts, Sciences, and Engineering, gives us both the structure and clear accountability for carrying out these improvements.

The same process of institutional change is operating in the student support, academic support, and institutional support units. We're now engaged in a quality management program, under the leadership of Senior Vice President for Finance and Operations Gus Donhowe, not only fixing the problems of recent years, but developing a genuine "customer" service ethic.

In all, I can only say that we're making progress. We're not by any means there yet. But, we do, I am convinced, have a sense of direction, with more clearly stated and more measurable goals that are consciously built into our plans, our legislative requests, our fund-raising, our annual budgets, and our day-to-day decision-making. That's progress, too, and I would like to look forward to future opportunities to report back that these efforts are making access to excellence a Minnesota reality.

10/1/90  
JTB

**University of Minnesota**  
**CREATING A POSITIVE CLASSROOM CLIMATE**  
Some Ways to Begin Discussions about Diversity

*... [S]uccessful education can only occur in an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance, and from their harmful effects. Educational excellence depends on the creation and maintenance of environments in which all members of the academic community can thrive, working up to their full potential ("Minnesota's Commitment to Educational Excellence" developed by the President's Task Force: Strengthening Excellence through Diversity, June 1990)*

To University Teaching Staff:

Over the next weeks and months, there will be a number of university-sponsored programs and activities organized in response to the acts of racism that have infected our community in recent months. As the new quarter begins, you may want to have some discussion with people in your courses about the role students and faculty can play in creating humane, hospitable classroom climates for people regardless of their race, age, ethnicity, gender, disability, sexual orientation or national origin.

Here are some suggestions for beginning such discussions and monitoring your classroom climate throughout the quarter. [*Please Note:* Since all teaching staff have received this mailing, some of your students may have participated in similar discussions in other classes. You might want to ask them about this as you begin, and adjust the format or organize the discussion groups accordingly].

**1. SET THE CONTEXT FOR THE DISCUSSION**

**Provide accurate and specific information about the incidents of racial intolerance that have occurred on campus this year, and the University's responses to date** (see attached materials).

**Read some examples of University responses to date** (the Senate Consultative Committee Response, the St. Paul Campus "Statement of Affirmation;" the President's Task Force on Excellence through Diversity statement are available upon request from the Office of Equal Opportunity and Affirmative Action).

**Discuss the diversity in the class** - It is important to acknowledge the diversity among us. Regardless of appearances there are likely to be many differences among us in terms of age, family circumstances, disabilities, ethnicity, race, etc.

- 2. FOR SMALL GROUP DISCUSSION** - In groups of about 4 to 7 students, have people discuss the questions below for about 15 minutes. Ask each group to assign a recorder to keep notes. During the discussion you might mingle through the groups to get a sense of the tone of discussions. If people drift off the subject, try to encourage them to keep focussed on the questions.

{over}



### Questions for Small Group Discussion

> Given your own gender, race, ethnic or religious background, disability, age, family circumstances, what do you consider to be "key components" of a good classroom climate? What kinds of interactions, comments, jokes, etc. might have a chilling effect on the climate for you?

> As students, what can you do if you observe some racist activity or hear some racist comments in class? What might prevent you from responding to what you saw or heard? What might encourage you to respond in some constructive way?

> What do you expect the instructor to do in these cases?

3. **DEVELOP A COLLECTIVE STATEMENT about creating a positive, diversity-sensitive Classroom Climate** - Have recorders from each small group summarize their discussion and ideas back to the group. Then, try to distill these into a statement identifying effective strategies for creating and maintaining a good climate for everyone -- including things people are encouraged to do if they see forms of intolerance and prejudice.

4. **MONITORING YOUR CLASSROOM CLIMATE**

> Periodically, allow some time in class to do a brief climate check. Ask people to comment *anonymously*-- in writing-- about the climate, things they have seen or heard that they want to acknowledge.

> Periodically, do a kind of environmental impact discussion -- about course readings, discussions, written assignments, to see if they might have a negative effect on the climate for various constituencies of students (by race, age, gender, disability, sexual orientation).

5. **LET PEOPLE KNOW WHAT THEY CAN DO TO BECOME INFORMED AND INVOLVED.**

#### Some Contact People and Organizations

**Office of the Associate Vice President for Academic Affairs with Responsibility for Minority Affairs** (Dennis Cabral, Acting Associate Vice President), 626-7300.

**Office of the Vice President for Student Affairs** (Marvalene Hughes, Vice President), 624-3533.

**Office of Equal Opportunity and Affirmative Action** (Patricia Mullen, Director), 624-9547:  
Witness Reports or Complaints

**Minnesota Student Association** (Suzanne Denevan, Student Body President), 625-9992:  
Student Organizing Activities

**University Senate Social Concerns Committee** (John Beatty, Chair), 625-5174: University Senate Initiatives.

**President's Report  
to the  
Regents of the University of Minnesota  
Nils Hasselmo  
December 14, 1990**

Mr. Chairman, Ladies and Gentlemen of the Board, the past month has been a busy one for the academic agenda, but reprehensible acts of racial bigotry demand our immediate attention. In the spirit of "first things first," I must begin with a topic that has no place -- but also every place -- on the agenda for a university.

**• Combatting Racial Bigotry on Campus •**

There is racial bigotry on university campuses in the United States, including the University of Minnesota, and it appears to be getting worse. What we are experiencing today is well short of the kind of community we ought to be and want to be, and it's essential to face up to both the institutional shortcomings and the nature of the challenge we face as university communities.

In terms of philosophy and stated policy, the University has long tried to exercise leadership in fostering diversity and equal opportunity. We are trying harder now than ever before, based on growing awareness that serious problems persist in spite of long-held institutional value systems that we have regarded to be models for social change. We do not accept that our institution, along with others around the nation, can do nothing to address the societal disease of racism.

To be sure, the strength of any university's philosophical and policy commitments can and should be held up to continuous scrutiny. Likewise, any university's delivery of results must be measured and interpreted and fed back into the institutional planning--action agenda.

It is the continuing obligation of the administration and the Board of Regents to:

- articulate the democratic and academic values that are the foundation on which the University of Minnesota is built and operates;
- assure that institutional philosophies are reflected in institutional policies;
- assure that programs are properly designed, put in place, and given the resources to carry out institutional policies; and
- assure proper accountability.

It is our continuing responsibility and commitment to make sure that we make progress in carrying out these obligations. The problem is larger than the University, yet we believe we can and must tackle it.

Starting with my inaugural speech, I have tried to set a tone that calls for a unified, but diverse, University community -- unified in its fundamental beliefs in academic and personal freedom, but embracing actively the full range of diverse backgrounds, diverse viewpoints, and new ways to deal with old and new problems. From that starting point, my efforts have been aimed at creating a community that values and respects differences among people and ideas, that is free of all forms of bias and bigotry, and that encompasses racial and cultural diversity. That vision is shared widely throughout this university -- and has been for years.

In just the last two years, incidents of racial bigotry have prompted a number of reaffirmations of that vision: from Acting Provost Shirley Clark in January, 1989; from Provost Leonard Kuhi in October, 1990; and from me in February, October, November, and December, 1990. In each case, these have addressed specific incidents, reaffirming the more general policy statements on which the central officers had also spoken out.

The vision of University policies and plans is an academic community that welcomes, honors, and respects the differences among its individual members -- a community that is solidly unified around the fundamental rightness and value of diversity.

Good intentions aren't enough; they have to be translated into programs. In the programmatic agenda, the University's current effort toward racial diversity began with the 1987 "Taborn Report," officially the *Final Report of the Special Committee on Minority Programs in Support of Commitment to Focus*. That comprehensive study called for the establishment of the Office of the Associate Provost and Associate Vice President for Academic Affairs with special responsibility for minority affairs. Under the leadership and coordination of this office, the University now has in place a *Blueprint for Action* with four clear goals set in 1989:

- Improve the retention rates through graduation of African American, American Indian, Asian American, and Chicano/Latino/Hispanic students by 50% of the (1989) base by 1994.
- Double the hiring of African American, American Indian, Asian American, and Chicano/Latino/Hispanic faculty by 1994.
- Increase the enrollment of African American, American Indian, Asian American, and Chicano/Latino/Hispanic students to 10% of the total University enrollment by 1994.
- Improve and strengthen the University's ongoing and new efforts

to make diversity integral to Access to Excellence.

The first three can be measured with numbers; the fourth cannot. Its achievement will be realized to the extent that the tone set by the faculty, staff, and student leadership, by the administration, and by the Board of Regents becomes the day-to-day reality experienced by all members of our University community. That tone, the institutional philosophies and policies, and the programs are under the University's control. The University is properly accountable for them.

Racial bigotry and other forms of bigotry are society-wide problems that are brought into schools and onto campuses because of a host of problems unsolved and values not taught successfully. Schools at all levels are trying to teach these values; research universities have the added role of seeking and applying solutions to the related social problems.

As academic communities within larger communities, universities cannot realistically hope to avoid any and all acts of bigotry by either individuals or groups. When they occur, the institution must react, enforcing policies, supporting victims, and, where possible, using those incidents as learning opportunities. These are responses applied and currently underway to deal with the recent incidents in Bailey Hall and Frontier Hall:

- Vice President Marvalene Hughes and her staff have held several formal and informal meetings with Bailey and Frontier Hall staff and residents, as well as with other African American students. I was able to participate in a number of those.
- Vice President Hughes and I have telephoned parents of victims, and we will write letters to students at their homes during the holiday season.
- Telephone numbers have been changed, and answering machines have been provided.
- Psychological counseling and additional security personnel have been assigned to the two halls.
- Legal counsel has contacted the Justice Department.
- A \$5000 reward has been offered through Crimestoppers.
- Faculty, staff, and students have organized to support African American students and combat racial bigotry, and all residence hall councils have held discussions of harassment, incident reporting, staff training, and educational programs.
- Faculty, staff, and students on the St. Paul campus organized a positive, peaceful protest against racism.

It is too early to know what effects these responses will have. Certainly, there is increased awareness throughout the University community, and it is essential to build on that momentum.

- Professor Warren Ibele, chair of the Faculty Consultative Committee, Shawn Towle, chair of the Student Consultative Committee, and I are writing to all faculty members of the University, asking them to read a Senate Consultative Committee statement on hate crimes in all classes on the first class day of winter quarter.
- Based on a proposal from the leadership of the Minnesota Student Association, we are planning a one-hour cancellation of classes early in winter quarter, a "Students' Time Out" to discuss the fight against racism and bigotry and hold a University convocation.
- During that same hour, we are encouraging other anti-racism activities for those not attending the convocation.
- I have asked Ms. Mullen, Director of our Office of Equal Opportunity and Affirmative Action, to set aside or reassign her other activities for the next several weeks so that she can concentrate on anti-racism activities.
- Vice President Hughes and her staff are conducting an assessment of University responses to this fall's incidents and developing plans for winter quarter accordingly. The primary concern of this effort is the support provided to students. Other priorities are residence hall staff training/assistance and the coordination of the investigation and security activities.
- General Counsel Surell Brady and Ms. Mullen will be conducting a series of meetings with administrators about appropriate ways of handling reports of racial harassment.
- Longer term, Regent Emeritus and Senior Fellow Josie Johnson is coordinating the Diversity Forum, a series of winter and spring quarter activities that have been under development for some time, including a dialogue between the University and the community, an evaluation of current diversity programs, and a major conference in the spring.

We will make every effort to keep the Board of Regents fully informed of developments and arrangements.

**University of Minnesota**  
**Responding to Racism and Other Forms of Intolerance You Observe on Our Campus**  
**SUGGESTIONS FOR ACTION**

*... [S]uccessful education can only occur in an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance, and from their harmful effects. Educational excellence depends on the creation and maintenance of environments in which all members of the academic community can thrive, working up to their full potential ("Minnesota's Commitment to Educational Excellence" developed by the President's Task Force: Strengthening Excellence through Diversity, June 1990)*

\*\*\*\*

Universities, like other institutions in this country, are not exempt from racial bigotry and other forms of intolerance. If you observe instances of bigotry directed against members of our community on the basis of their race, gender, ethnicity, religion, sexual orientation, or national origin, here are some actions you can take.

1. Don't Be Silent! Speak up and share your beliefs about racism, sexism and other forms of prejudice with other students, supervisors, co-workers, faculty and staff. Don't leave this up to the person being subjected to the harassment.
2. Participate in or initiate discussions about intolerance in your classes, your groups, your unions or professional associations. Contribute to the University's efforts to stop all forms of bigotry.
3. When you observe acts of intolerance, talk to the person targeted. Let him or her know that you've understood what happened and are willing to talk to them or others about it. You might say things like:

>I'd be really angry (offended, hurt, frustrated) if someone did that to me. Do you want to talk about it?

>If you get to the point of wanting to complain about [that person's] behavior, let me know. I've seen enough to know that he/she really interferes with your ability to participate in this setting.

>I've seen enough to know [that person's] attitudes are prejudiced. What can we do to challenge them the next time they express their {racism, sexism, homophobia}?

(continued over)

4. Confront harassers directly by pointing out their behavior and letting them know how you feel about it. Say things like:
  - >Are you aware of the impact of your remarks? Do you know this kind of intolerance is really out of line at the University?
  - >You seem to enjoy making {racist, sexist, ethnic, homophobic} jokes and comments. It bothers me and I intend to speak up if you do it again.
  - >If you said that kind of thing to me, I'd report you to the [grievance officer, department chair, dorm counselor, instructor].
5. Do not encourage harassers by your silence or by participating in inappropriate joking or conversation. Interrupt the conversation or interaction.
6. Support people being harassed. Talk with them; ask if there's anything you can do to help. Listen to them and acknowledge their feelings of anger, isolation, frustration, fear.
7. Encourage anyone subjected to racism, sexism, anti-Semitism or other forms of intolerance, to take some sort of action, whether by saying "stop" or reporting what is happening to someone in authority. Let them know you will support them publicly. The harasser may have harassed others, so many people may benefit if the behavior is stopped.
8. Don't accept racism or other forms of bigotry as just "the way things are". Don't treat it as a joke. In dealing with bigotry, silence implies consent. The more directly it is dealt with, the more likely the behavior will stop.
9. If you do not know how to handle a situation yourself, help the person being subjected to racism, sexism or other forms of harassment find someone who can be of assistance.
10. Offer to go along to the appropriate person or office to register a complaint. People may be frightened and need support.

*If you wish to report acts of intolerance you have witnessed call any of the offices listed below:*

University of Minnesota Police - 624-3550  
Office of Equal Opportunity and Affirmative Action - 624-9547  
Student Judicial Affairs Office - 624-6073

**TO GET IMMEDIATE POLICE ASSISTANCE CALL 911**

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• **U. S. Department of Education Ruling on Minority Scholarships** •

This week's news of a new ruling by the U. S. Department of Education that scholarships targeted to minority students are illegal has sparked a storm of controversy in the higher education community. It has produced very serious concern among members of the Board and the administration. And, most unfortunately, it has also produced great anxiety among minority students and their families.

On the national scene, there is widespread contention that this ruling's interpretation of the law is overbroad and that it will severely hamper efforts to attract and retain minority students. At this point, it is not possible to know what the national controversy will produce in the testing and implementation of the new ruling.

For the past several months, we have been reviewing each of our minority scholarship programs to determine whether they may be subject to legal challenge and to make any modifications that may be necessary.

**At the University of Minnesota, the vast majority of our scholarships include criteria other than race and, therefore, would not be affected by this interpretation by the Department of Education. Nor will the University of Minnesota's commitment to diversity and our commitment to our stated goals -- improving retention rates of students of color by 50% and increasing the enrollment of students of color to 10% of the total University enrollment by 1994 -- be affected.**

• **Cooperation with Lincoln University** •

I'd like to turn now to a report on our December 1 visit to Lincoln University in Jefferson City, Missouri. Regent Kuderer joined Pat and me as guests of President Wendell Rayburn and his wife.

Lincoln University is a land-grant institution, one of the Historically Black Colleges and Universities, founded in 1866 as the Lincoln Institute by the soldiers and officers of the 62nd and 65th Regiments of the U. S. Colored Infantry. Black students are no longer the majority in Lincoln's 3000 enrollment, but this is a school with a strong body of black students and black faculty and administrators, several of whom are Minnesota alumni.

In 1986, we signed a Joint Memorandum of Understanding with Lincoln University that laid the foundation for cooperation in international activities. With funding from USAID, we have collaborated with Lincoln in agricultural and health projects in Rwanda, Burundi, Barbados, and Belize, and I know Regent Kuderer shares the pride I feel for the work University of Minnesota faculty have done in this collaboration.

Looking for new opportunities for cooperation was an important reason for this visit. We're very much interested in facilitating more student exchange and recruiting Lincoln graduates into University of Minnesota graduate programs, especially in agriculture and agriculture-related fields. In these particular fields, Lincoln already has joint agricultural research and extension programs with the University of Missouri, Columbia, an institution with its own Minnesota connection.

### • Intercollegiate Athletics Issues •

The recent Big Ten Presidents' meeting centered on the reform agenda for intercollegiate athletics. All Big Ten universities intend to support the reform measures presented by the so-called "Presidents' Commission." These measures are designed to lessen the time pressures on the student athletes and the financial pressures on the universities by limiting the time requirements for practice and competition and reducing the number of coaches and the number of athletic scholarships.

There is also a proposal to raise educational requirements, which we will support, although it is so modest that it does not even match specific Big Ten requirements already in effect for the number of credits required and the grade point average that must be maintained! Clearly, further steps must follow if we are going to get true reform. If no substantial progress is achieved very soon, some quite different approach must be tried, perhaps through the so-called "Knight Commission," which is expected to report in March.

At yesterday's meeting of the Committee of the Whole, we discussed important aspects of our own reform agenda, the recommendations of the Page-Merwin Committee on Intercollegiate Athletics. I'd like to spend a few minutes outlining the responses we have undertaken.

#### Recommendation #1

"The committee recommends to central administration that existing and new resources be pulled together in a coordinated program of support for academically high risk students. The administration should report to the Regents in fall 1990 regarding the progress toward implementing the program by summer 1991. The program might appropriately be responsible to the Office of the Vice Provost for Arts, Sciences, and Engineering or the Office of the Vice President for Student Affairs."

#### Administration Response

The coordination of support for academically high risk students is an especially important recommendation, and coordination is both a special challenge in an institution of our size and complexity, and

therefore a special imperative. Our entire undergraduate education enterprise is changing, and it's absolutely essential that programs for all types of high risk students be geared as effectively as possible to the changing student needs and the changing academic environment. The committee of major service providers will provide the policy-level leadership, setting the tone and being accountable for coordination. It's clear from the recent successes of the "advising network," however, that we need to find the ways for the operational staff, the delivery level people in these programs, to get together, work together, and understand that cooperation and coordination in the interests of the students is quality performance. We are addressing these issues entirely in the spirit of the report.

### Recommendation #2

"The committee recommends that the isolation of the intercollegiate athletics programs be reduced by having the budgets of the departments receive faculty review, and that the administration take steps to see that this kind of review takes place. The committee also recommends that the revenues of the Men's and Women's Intercollegiate Athletic Departments flow into central university accounts and that the budgets of the Men's and Women's Athletic Departments be established separate from the revenue."

### Administration Response

The same review used for college budgets was begun last year for the athletic departments and will be fully implemented for the 1991-92 budget.

Budgets will be guaranteed on the same basis as for colleges; they will still be dependent on overall revenues, but not on windfalls or shortfalls that are due to the successes of individual teams. Budgets will implement stated University goals and objectives.

### Recommendation #3

"The committee supports the administration's plan to renovate and build adequate facilities for basketball, women's sports, and hockey on campus."

### Administration Response

The University's comprehensive plan for athletic facilities implements this recommendation.

#### Recommendation #4

"The committee recommends to the administration that coaches and athletic directors be included as eligible participants in the University governance structure."

#### Administration Response

Athletic department administrators, coaches, and staff have the same rights of participation as all other Professional/Administrative and Civil Service staff. Their participation is a matter of both willingness to serve and being selected to serve, and the current climate in both athletic departments and in central administration is very supportive of this participation.

Chris Voelz was nominated and appointed to the University Commission on Women this fall. Chris Voelz, Rick Bay, and Elayne Donahue serve as *ex officio* members of the Assembly Committee on Intercollegiate Athletics, and part of the University Senate structure, and others, including coaches, serve on subcommittees of ACIA.

#### Recommendation #5

"The committee recommends to the administration that coaching contracts include a statement that recognizes the academic progress of student-athletes as a basis for evaluation."

#### Administration Response

Beyond contract language, the annual review of all athletic administrators and coaches now requires demonstrated sensitivity to academic standards and that student-athletes meet general academic performance expectations.

In the men's programs, all contract bonus provisions for competition successes are tied to an academic performance requirement: "Before a bonus for exceptional athletic achievement can be awarded, it must be shown that the team's cumulative University of Minnesota grade point average for tendered athletes is at least a 2.25, and that 75% of the tendered athletes have a 2.00 GPA or above."

Academic performance is further reinforced through ACIA academic reviews of every athletic team every two years. This includes faculty review and reports to coaches and administrators.

• **NASULGC Annual Meeting** •

The annual meeting of the National Association of State Universities and Land-Grant Colleges was held November 11-14 in Kansas City. We were very well represented, with Regents Mary Page and Stanley Sahlstrom joining the Minnesota delegation, and I'm sure they'll testify to the familiarity of the Association's agenda, virtually the same agenda of issues that this Board has been dealing with for the last two years.

This year, a particularly important piece of business for NASULGC was a "Charter for the Nineties and Beyond." As a Washington-based, voluntary organization of 149 very diverse colleges and universities, NASULGC faces extraordinarily complex demands. Its member institutions award 468,000 degrees each year, 33.5% of all bachelor's degrees, 33.3% of all master's degrees, 27.6% of all first professional degrees, and 59.7% of all doctorates. In research and outreach, I don't have the numbers handy, but NASULGC institutions are responsible for the dominant share of the country's university research and public service. The Association is, therefore, an important voice in Washington, as well as a vital network for cooperation among its members.

The new charter recognizes and emphasizes communication as the central function of the Association, and considerable restructuring is being undertaken to simplify and focus its communication efforts.

In other sessions, presidents and chancellors held round-table discussions on campus unrest, improving undergraduate education, reallocation of resources, and the federal role in higher education.

I spoke on internationalizing the curriculum at a special panel discussion on international activities. I'm proud to say that I was able to draw on well-formulated plans by our own faculty, under the leadership of Associate Vice President Bob Kvavik.

Another panel discussion was on East European universities, with several specialists reporting on developments there. The featured speaker for the convention was the president of the Free University of Berlin, who spoke on the many issues facing German higher education now that the two Germanies, with such different backgrounds in the last 40 years, have been merged.

• **Policies on Students Called to Active Military Service** •

On another aspect of the international front, we've been asked by the national higher education associations -- and by Regent Sahlstrom -- to report on University policies affecting students who are called to active military duty.



The Regents' policy of November 10, 1962, assures that full tuition refunds will be given in those cases where students have to leave so early in a quarter that no credit can properly be allowed and a grade of incomplete permitting the later receipt of credit cannot be given. Student Support Services staff try to meet individually with students before they leave, determining on a course-by-course basis whether they can complete the work while an incomplete is posted. If not, the courses are cancelled and the tuition fully refunded.

For admissions, there is no formal policy, but colleges generally will update admission to a later quarter for students who have been called up between the time of admission and enrollment.

In financial aid, Federal regulations provide for deferment of loan repayment for a six-month period. For Perkins borrowers, the Loan Collection unit makes the deferment. For Guaranteed Student Loan borrowers, this is negotiated with lenders.

Students holding University jobs receive fifteen days of paid leave and up to four years of unpaid leave.

Finally, in terms of general student support in circumstances that are so likely to be disruptive and troublesome to students called up, I want it to be understood that I expect University personnel to be as sensitive and as helpful as they possibly can.

We will continue to monitor the needs of students and make necessary accommodations as long as the emergency lasts. We fervently hope that it will be very brief.

### • 1990 University Community Campaign •

Finally, to conclude on a positive note, I'm very pleased to report that the University's 1990 Community Campaign, chaired by Senior Vice President Gus Donhowe, raised over \$867,000:

- \$359,700 for the United Way of Minneapolis
- \$72,300 for the United Way of St. Paul
- \$117,200 for the Cooperating Fund Drive
- \$63,800 for the United Arts
- \$32,400 for Open Your Heart
- \$68,000 for the Combined Health Appeal
- \$53,800 for the United Negro College Fund.

This year's participation rate was 38%, compared to 29% last year. We owe special appreciation to Dean David Brown and the Medical School for conducting a pilot campaign to develop new strategies and serving as an

inspiration to the rest of the Twin Cities campus. The Medical School's participation rate was 54.7%, raising over \$185,000, an increase of 37% over Medical School contributions last year. The General College is another unit that contributed greatly to the University's showing.

I want to thank the entire University community for demonstrating that we are a part of the broader community and take our civic, as well as our professional, responsibilities seriously.

## SENATE CONSULTATIVE COMMITTEE

### UNIVERSITY OF MINNESOTA

The Senate Consultative Committee of the University of Minnesota, representing students and faculty from across the University, because of last quarter's racially-motivated incidents in Bailey and Frontier Halls, makes the following statement.

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Attacks and threats against individuals and groups because of their race or religion are evil. They are reprehensible at all times and in all places. They are especially reprehensible at institutions devoted to the advancement of learning and the instruction of students. All who enter our doors for these purposes--whether student, staff, faculty, or citizen--should and must be made welcome and accorded respect.

The standards of behavior at an institution of learning should be higher than in society generally. The goals and aspirations of a university cannot be achieved when the behavior of a few creates an atmosphere of intolerance and fear. No one can learn and no one can work productively when their beliefs or being are subject to threats or violence. We are all diminished and endangered by acts which deny rights and privileges to any among us.

The United States is increasingly a pluralistic society. Academic institutions provide the opportunity for the enlightenment of all through exposure to different ideas and cultures. We have as one of our goals--indeed, one of our responsibilities--the teaching of all members of this diverse society. We cannot meet our responsibility when individuals or groups are subject to mindless, irrational attacks committed on our campuses.

We must not stand idly by while hatemongers commit acts of violence which undermine the moral foundation of the University. The Senate Consultative Committee calls on all members of the University community--faculty, staff, and students--to vigorously condemn acts of bigotry and violence. At the same time we express our sorrow and regret to the students who were victims of these acts.

Those who engage in such behavior must understand the revulsion and anger with which we all view acts such as the Bailey and Frontier Hall incidents. They must, if members of the University community, suffer the heaviest sanctions permitted by University codes. They must also be prosecuted to the full extent of the law. We insist on no less.

# President gets a look at ways the 'U' helps in the inner city

As a black girl in California, Lois DeLeon wasn't allowed to take college-preparation courses because, she was told, she would only be a cleaning woman. Later as an adult living in Minneapolis, she learned of University of Minnesota neighborhood classes in north Minneapolis. Though scared, she enrolled and persisted. Now she teaches at the university and tells inner-city young people: "If I could do it, you can do it."

Ann Pineda realized that her children weren't learning in school about her husband's Chicano roots. She took minority studies in the neighborhood program so she could tell her children things to make them feel good about themselves. Years later, a son has graduated from medical school and been accepted for residency training at Harvard. Her daughters also are "U" graduates. To give something back to the community, Pineda works with high-risk children.

DeLeon and Pineda told their stories last week during a six-hour visit to the North Side by university President Nils Hasselmo and other officials, including Regent Jean Keffeler.

The group saw an impressive demonstration of urban outreach by an institution better known for its imposing, even intimidating campus, and for big-time medicine, technology, research, liberal arts and athletics.

Hasselmo liked what he saw: Off-campus partnerships with public agencies and nonprofit groups to carry out the university's land-grant mission of teaching, research and public service. The activities show that the university is "not an ivory tower bastion on the shores of the Mississippi River," Hasselmo said. He particularly liked examples of "integration of the research function with teaching and service functions."

The tour began at North Memorial Family Practice Clinic at Broadway and Lyndale Av. N. There, a handful of university doctors and 24 young



**Leonard Inskip**

medical graduates serving residencies treat 16,000 patients yearly. The residents, taught by the university doctors, also staff the emergency room at North Memorial Hospital in nearby Robbinsdale. One university doctor conducts research on black hypertension and on hepatitis, which she said is prevalent in the area. The neighborhood, with a large minority population, is underserved by conventional medical services.

The next stop was Pilot City Regional Center, a Hennepin County-supported health and social-services center opened on Penn Av. N. after 1960s urban unrest. The Minnesota Extension Service, a university operation, conducts nutrition classes at Pilot City's food bank. Last year, 17 percent of the households between Hwy. 12 and 53rd Av. N. got emergency food help. The nutrition classes help encourage wise food use.

Then on to Sumner Library facing Olson Hwy. The historic Carnegie building is one of three north Minneapolis sites for classes offered by the university's continuing education and academic extension program. Susan Plimpton, representing IDS, presented a \$10,000 scholarship check to help future Lois DeLeons go on from nearly free neighborhood classes to studies on campus. After Grace Belton, librarian, entertained the group by reciting a mythical story about an old lady and a hole in the sea, Hasselmo responded with one of his own:

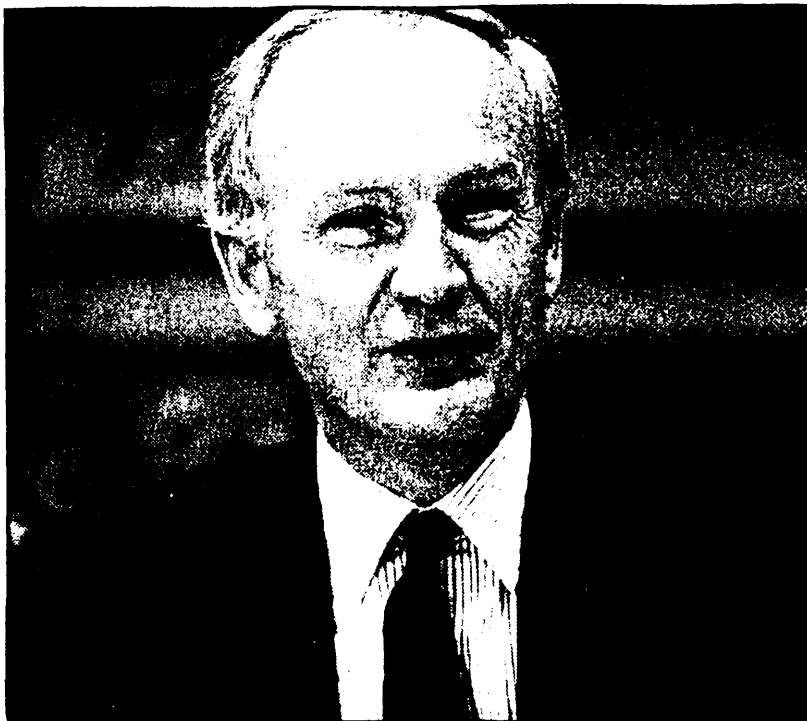
how pranksters at a drinking party of Norse gods placed the drinking horn in the sea, which is why the ocean goes up and down.

Next, at the Capri Theater on W. Broadway, Hasselmo heard how the university's Center for Urban and Regional Affairs (CURA) seeks to link faculty and student researchers with urban problems. Some current subjects: black behavior and attitudes that contribute to a higher AIDS rate; pregnancy decisions by young unmarried people; domestic violence among minority people, and a program that links low-income or minority high school students with adult mentors.

Previously, Hasselmo had agreed to be a mentor for Jay Price, a black senior at Washburn High School, but the two hadn't met yet. Price was at the Capri and the two shook hands and agreed to meet soon. It may be a good pairing. Price wants to be a French teacher; Hasselmo's doctoral studies were in language.

Another CURA-assisted program illustrated a university-community relationship that Hasselmo hopes to see more of. Nursing students spend 15 weeks helping disadvantaged people in two public high-rises in Minneapolis and two in St. Paul. They learn about neighborhood tensions or the problems of people like one woman who couldn't use written or cassette instructions because she can't read and lacks the equipment, said instructor Cheryl Lapp. So when the students get jobs in the "sanitized environment of a hospital, now they will have some knowledge what they're discharging people home to."

Hasselmo wants the university to offer more such enriching experiences, either in community service or research, for its undergraduates. There are scattered programs now — for example, summer internships at farm experiment stations. One program of research opportunities involves "a few hundred students rather than a few thousand." The university should become more systematic in connecting teaching to service and research opportunities for undergraduates, Hasselmo believes.



**Nils Hasselmo**

Later, Hasselmo sat in a discussion circle with about 25 people who mostly represented the growing urban programs, including nutrition and financial counseling, of the traditionally rural Minnesota Extension Service. From downstairs at the Capri came the thumping sounds of on-stage dance routines by practicing young inner-city artists. The dance routines alternated with voices raised in theater practice. The performing arts classes — for those from age 5 to the early 20s, from all races — are an inner-city 4H program for youth development.

Hasselmo saw a side of the inner city that most Minnesotans don't get to see: hope, achievement, racial harmony. They do see and read about the side — gangs, violence, police — that produces a negative image. The side the University of Minnesota seeks to build deserves notice, too.